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ABSTRACT

The directory, intended to assist Native American students in choosing a university, provides descriptions of native studies programs at 10 Canadian and 15 United States universities. Programs are fundamentally taken directly from the calendars of the respective universities. Criterion for selection was where a calendar clearly identified a program, however small, of native studies. In contrast, universities having native courses but not programs are excluded. The calendar year, address, course descriptions, and degree requirements are provided for each entry. Although most calendars are for the academic year 1981-82, some are a few years older and the programs and/or courses may have changed. Students are encouraged to write to the universities they are interested in to obtain further details on the programs and entrance requirements. Two sources are provided for obtaining complete information on educational and assistance programs for Indian people in the United States. Although community colleges are not described in the directory, the addresses of 27 community colleges which have Indian programs are appended. (AH)

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DIRECTORY

To The

NATIVE STUDIES PROGRAMS

Of

UNIVERSITIES

In

CANADA AND THE UNITED STATES

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Compiled By

Charlene Martin

Roger Charles

September 1981

ONTARIO INDIAN EDUCATION COUNCIL

Toronto, Ontario

RC013730

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INTRODUCTION

This directory is designed for students wishing to pursue native studies programs in the United States or Canada. It will allow interested students to compare programs available at selected universities. Thus when the students select their respective programs, it will be with the knowledge that the university they have chosen the one that offers the program most suited to their needs. However we must emphasize that this directory is not all inclusive. Nonetheless we feel all the major native studies programs in Canada are present here.

As for the United States, the Native American Information Centre states that there are 140 college programs serving Indian students in that country. This directory does not include many of those programs. Instead, addresses are provided for individuals interested in obtaining further information on the programs of Indian colleges. Two sources which provide the most complete information on educational and assistance programs for Indian people in the U.S. are:

Native American Information Centre
Bacone College
MUSKOGEE, Oklahoma
74401

and

The Directory of Special Programs for Minority Group Members Career Information Services, Employment Skills Banks, Financial W.L. Johnston (editor)

Garret Park Press
GARRETT PARK Maryland
20766

..../4

METHODOLOGY

The Native programs in this directory are fundamentally directly cited from the calendars of the respective universities. The main source for the calendars is the main Toronto public library. The library has all 60 calendars of the universities in Canada. In addition it has nearly 300 calendars from institutions in the United States. This number was supplemented by calendars available at the University of Toronto.

The criterion for selection was where a calendar clearly identified a program, however small, of native studies. In contrast, universities having native courses but not programs are excluded. Thus Erindale College of the University of Toronto is excluded because it offers only one course in Anthropology department which deals with native people. For the same reason Simon Fraser University in Vancouver, College St. Boniface in Winnipeg, and St. Thomas University in Fredericton, New Brunswick are also omitted. The University of Alaska is ignored because it has no specified native studies program, although it does have a native counselling service.

The same criterion was applied to the United States. The Milwaukee Area Technical College offers one course in Native American literature and two courses in Native American history, but again it is not a program. In comparison, California State University at Northridge does offer an American Indian studies minor.

Community colleges were excluded from the survey except those provided to us by the Native American Information Center. They are listed at the back of the directory.

The years each individual claendar are cited on the right hand side of the page beside the address of the university. Although most of the calendars are for this academic year (81-82), some are a few years older and the programs and/or courses may have changed. It is up to each student to write to the university he is interested in to obtain fuller details on the programs as well as the entrance requirements.

We encourage anyone who feels corrections, additions, deletions and changes should be made to write to the Education Council in order that we may keep the directory as up-to-date as possible.

CANADIAN UNIVERSITIES

UNIVERSITY	THE PROGRAM	CALENDAR YEAR
BRANDON UNIVERSITY Brandon, Manitoba	NATIVE STUDIES 68	1981-82

Requirements for the Major and Minor

The MAJOR consists of the following required courses:

1. Introduction to Native Studies (6 credit hours);
2. Basic competency in a Native Language or the completion of 6 credit hours in a Native Language;
3. Completion of an additional 18 credit hours in the area of Native Studies; 6 credit hours must be at the 300 level. These courses can be selected from the following areas:

i) General
ii) Arts
iii) Preprofessional
iv) Languages
v) Research

1. GENERAL - This area includes the courses in the native community operation, Relationship of Government organizations to Native communities, Local government, Family and individual life patterns of Natives as well as philosophy and religion of the Native.
2. ARTS - The area of Native Arts includes courses on the transmission of Native culture and the arts component of that culture in Legends, Arts, Music, etc.
3. PREPROFESSIONAL - Many students in the Department of Native Studies have a desire to continue their education following graduation in one of the various professional schools. It is therefore important that the Department offer some familiarization in the professional areas. This familiarization is important to orient the student in the aspects of the professional disciplines and some opportunity for familiarization with the professional discipline where such exposure is not available in the native community. Thus seminar courses in the areas will be offered to meet the student demand - Social Welfare, Health, Education, Law, Recreation and Community Development.
4. LANGUAGE - Language courses have long been offered at Brandon University. The three-prong approach to Native language includes: 1) fluency, 2) Specialized knowledge necessary to teach Native languages and 3) Research and development of the languages. Course offerings include Introductory courses in Cree, Saulteaux, Sioux, Chipewyan and Inuit, Intermediate courses in Cree and Saulteaux, structure courses in Cree and Saulteaux. Six credit hours of French may be taken to fulfill the language requirement, however, students must still complete 30 credit hours of Native Studies.
5. RESEARCH - An area of study which investigates the methodological approach to research in the area of Native Studies. Courses in this area will include an introductory survey course aimed at acquainting the student with major projects and the methods available to the native researcher. The Seminar course will allow an in-depth study of several Native research projects; their aims, questions and methods.

A MINOR consists of:

1. Introduction to Native Studies (6 credit hours);
2. Basic competency in a Native Language or completion of 6 credit hours in Native Language;
3. An additional 6 credit hours in the area of Native Studies.

A MINOR in Native Languages consists of a minimum of 15 credit hours and a maximum of 30 credit hours (3-year B.A.) or a minimum of 18 credit hours (4-year Specialist B.A.) selected from the following:

i) Introduction to Native Studies: 68:151 and 68:152;
ii) Minimum of 12 credit hours from Native Languages.

This program will ensure that students wishing to take a minor in Native Languages will be knowledgeable in at least two languages and in the principles of linguistic study.

COURSES

Students are reminded that the courses listed below may or may not be offered. Please check the Timetable for the final course offerings list.

68:151 INTRODUCTION TO NATIVE STUDIES I 3 CREDIT HOURS

A basic course in Native studies, designed to acquaint the student with the area of Native Studies. Content includes early habitation of North America, early Indian-white contact, Treaties, the Indian Act and the reserve system, introduction to Native Art forms.

3 hours lectures per week, one term.

68:152 INTRODUCTION TO NATIVE STUDIES II 3 CREDIT HOURS

A survey course which will expose the students to Native traditions, Native music, Dance, Drama, Native philosophy and Native Art.

3 hours lectures per week, one term.

68:155 INTRODUCTION TO THE CREE LANGUAGE I 3 CREDIT HOURS
Prerequisite: Nil

Instruction in spoken Cree to impart control of basic vocabulary and grammatical stuctures.

3 hours lectures plus 1 lab hour per week, one term.
Cross-listed with Native Languages 58:155 and Education 24 NAT 155.

68:156 INTRODUCTION TO THE CREE LANGUAGE II 3 CREDIT HOURS
Prerequisite: 68:151

Continuation of 68:151

3 hours lectures plus 1 lab hour per week, one term.
Cross-listed with Native Languages 58:156 and Education 24 NAT 157.

68:157 INTRODUCTION TO THE SAULTEAUX LANGUAGE I 3 CREDIT HOURS
Prerequisite: Nil

Instruction in spoken Saulteaux to impart control of basic vocabulary and grammatical structures.

3 hours lectures plus 1 lab hour per week, one term.
Cross-listed with Native Languages 58:157 and Education 24 NAT 157

68:158 INTRODUCTION TO THE SAULTEAUX LANGUAGE II 3 CREDIT HOURS
Prerequisite: 68:157

Continuation of 68:157

3 hours of lectures plus 1 lab hour per week, one term.
Cross-listed with Native Languages 58:158 and Education 24 NAT 158.

68:171 INTRODUCTION TO THE SIOUX LANGUAGE I 3 CREDIT HOURS
Prerequisite: Nil

Instruction in spoken Sioux to impart control of basic vocabulary and grammatical structures.

3 hours lectures plus 1 lab hour per week, one term
Cross-listed with Native Languages 58:171 and Education 24 NAT 171.

68:172 INTRODUCTION TO THE SIOUX LANGUAGE II 3 CREDIT HOURS
Prerequisite: 68:171

Continuation of 68:171

3 hours lectures plus 1 lab hour per week, one term.
Cross-listed with Native Languages 58:172 and Education 24 NAT 172.

68:181 INTRODUCTION TO THE CHIPEWYAN LANGUAGE I 3 CREDIT HOURS
Prerequisite: Nil

Instruction in spoken Chipewyan to impart control of basic vocabulary and grammatical structures.

3 hours lectures plus 1 lab hour per week, one term.
Cross-listed with Native Languages 58:181 and Education 24 NAT 181

68:182 INTRODUCTION TO THE CHIPEWYAN LANGUAGE II 3 CREDIT HOURS
Prerequisite: 68:181

Continuation of 68:181

3 hours lectures plus 1 lab hour per week, one term.
Cross-listed with Native Languages 58:182 and Education 24 NAT 182.

68:191 INTRODUCTION TO THE INUIT (ESKIMO) LANGUAGE I 3 CREDIT HOURS
Prerequisite: Nil

Instruction in spoken Eskimo to impart control of basic vocabulary and grammatical structures.

3 hours lectures plus 1 lab hour per week, one term.
Cross-listed with Native Languages 58:191 and Education 24 NAT 191.

68:192 INTRODUCTION TO THE INUIT (ESKIMO) LANGUAGE II 3 CREDIT HOURS
Prerequisite: 68:191

Continuation of 68:191

3 hours lecture plus 1 lab hour per week, one term.
Cross-listed with Native Language 58:191 and Education 24 NAT 192.

68:251 CANADA AND THE NATIVE 3 CREDIT HOURS
Prerequisite: 68:151 or 68:152

Survey of the federal departments and organizations as they relate to Native people. Special emphasis will be placed on the DIAND and the Secretary of State.

3 hours lectures per week, one term.

68:252 MANITOBA AND THE NATIVE 3 CREDIT HOURS
Prerequisite: 68:151 or 68:152

Survey of the provincial departments and organizations as they relate to Native people.

3 hours lectures per week, one term.

68:253 NATIVE ORGANIZATIONS 3 CREDIT HOURS
Prerequisite: 68:151, 152, 251

Survey course of Native organizations; political, economic, social and religious, and their relation to Native people.

3 hours lectures per week, one term.

68:254 METIS ORGANIZATIONS
Prerequisite: 68:151

Survey course of Metis orgnaizations - from settlement level to National level. Analysis of political, economic and social goals will be discussed.

3 hours lectures per week, one term.

68:257 STRUCTURE OF CREE AND SAULTEAUX 3 CREDIT HOURS
Prerequisite: 68:156 or 68:158 or speaking knowledge of Cree or Saulteaux.

An introduction to the skills necessary for effective teaching of the language. This will include reading, writing, and the phonetic and grammatical stu-

ctures of the languages, especially in comparison with the phonetic and grammatical structures of English.

3 hours lectures per week, one term.
Cross-listed with Native Languages 58:257 and Education 24 NAT 257

68:258 INTERMEDIATE CREE 3 CREDIT HOURS
Prerequisite: 68:155/156 and 68:257

Continued study of the grammar and vocabulary of Cree through Cree mythological literature in written or oral sources.

3 hours lectures plus 1 lab period per week, one term.
Cross-listed with Native Languages 58:258 and Education 24 NAT 258

68:262 INTERMEDIATE SAULTEAUX 3 CREDIT HOURS
Prerequisite: 68:161/162 and 68:257

Continued study of the grammar and vocabulary of Saulteaux through Saulteaux mythological literature in written or oral sources.

3 hours lectures plus 1 lab period per week, one term.
Cross-listed with Native Languages 58:262 and Education 24 NAT 262

68:263 THE METIS 3 CREDIT HOURS
Prerequisite: Nil

An analysis of the development of the Metis as a group, their culture and life styles. Emphasis on the historical significance of the Metis in the development of Western Canada - though the course will evaluate the National role of Metis people.

3 hours lectures per week, one term.

68:264 SYLLABICS 3 CREDIT HOURS
Prerequisite: 68:156,158, or a speaking knowledge of Cree or Saulteaux

Acquisition of skill in reading and writing in the native language in Cree syllabics together with the collection, transcription, and study of native literature and texts in that medium. There will be separate Cree and Saulteaux sections of this course.

3 hours lectures per week, one term.

68:265 NATIVE ORTHOGRAPHIES 3 CREDIT HOURS
Prerequisite: 68:156, 68:158, or a speaking knowledge of Cree or Saulteaux

Acquisition of skill in reading and writing in the native language in writing systems other than Cree syllabics together with the collection, transcription, and study of native literature and texts in that medium. Comparison and criticism of various writing systems. There will be separate Cree and Saulteaux sections of this course.

3 hours lectures per week, one term.

68:273 ORAL NARRATIVES 3 CREDIT HOURS
Prerequisiste: 68:152

A survey of the oral tradition of cultural communication. Classification of narratives into fairy tales, teaching stories, historical narratives, and creation legends. The course will survey a variety of these narratives, their method, content and effect.

3 hcurs lectures per week, one term.

68:274 NATIVE LITERATURE 3 CREDIT HOURS
Prerequisiste: Nil.

A survey of Native Literature with special emphasis on the Plains Natives. Emphasis will be placed on a multi-facted approach (aesthetic, linguistic, psychological, historical, and cultural) in examining Native literature.

3 hours lectures per week, one term.

68:275 INTRODUCTION TO NATIVE STUDIES RESEARCH 3 CREDIT HOURS
Introduction to basic philosophy of research, descriptive and inferntial methods and report written.

3 hours lectures per week, one term.

68:279 HISTORY OF THE INDIANS IN CANADA 3 CREDIT HOURS
Prerequisite: 68:151

Course will emphasize such areas as: British and French Colonial Policies, the evolution of Department of Indian Affairs and Northern Development, the fur trade and the Indians, Social Darwinism, the Noble Savage Concept, Confederation and the Indians, British North America Act and the Indians, Indian Act, Federal Administration of Indian treaties, Indians in World War I and II.

3 hours lectures per week, one term.

68:280 NATIVE ART I 3 CREDIT HOURS
Prerequisite: Nil

A survey of Canadian Native Arts which includes an extensive overview of Canadian Native Arts focussing on the major geographic areas and language groups.

3 hours lectures per week, one term.

68:281 NATIVE ART II 3 CREDIT HOURS
Prerequisite: 68:280

An analysis of the meaning and importance of traditional materials, techniques and symbolism found in Canadian Native Art.

3 hours lectures per week, one term.

68:282 NATIVE LAW 3 CREDIT HOURS
Prerequisite: Nil

A consideration of all aspects of law affecting native people in Canada with special reference to the Indian Act and regulations, treaty rights, common law applicable only to people of native ancestry, and those statutes which pertain specifically to Metis people. Readings to be assigned.

3 hours lectures per week, one term.

68:284 NATIVE MUSIC 3 CREDIT HOURS

An analysis of Native music for the several Canadian Native groups in both traditional and modern settings. The religious and social function of music. The second half of the course will involve several field trips and participation in musical functions.

3 hour lectures per week plus field trips, one term.

68:285 MODERN NATIVE THOUGHT 3 CREDIT HOURS
Prerequisite: 68:152

An analysis of modern Native philosophy and approaches to Native problems.

3 hours lectures per week, one term.

68:286 TRADITIONAL NATIVE RELIGIONS 3 CREDIT HOURS
Prerequisite: 68:152 or 68:285

An analysis of Belief systems of native people. concentration will be on Plains groups.

3 hours lectures per week, one term.
Cross listed with Religion 68:286

68:287 THE AMERICAN INDIAN 3 CREDIT HOURS
Prerequisite: Nil

A history of the American Indians from the contact to the development of government native policies, the BIA and the American treaties, the removal of the Eastern Tribes to the middle west to the termination policy, and contemporary issues.

3 hours lectures per week, one term.

68:288 THE INUIT 3 CREDIT HOURS
Prerequisite: Nil.

General introduction to the field of Inuit (Eskimo) studies. Surveys the pre- and post-contact development and history of the Inuit, their culture, art forms, philosophy. Examines factors relating to contemporary problems of change and adjustment in Canadian arctic communities.

3 hours lectures per week, one term.

68:331 SENIOR SEMINAR IN CONTEMPORARY NATIVE PEOPLE 6 CREDIT HOURS
Prerequisite: 68:151 or 68:152

This seminar is designed to bring senior Native Studies students into contact with agencies working in the field, i.e. DIA, DOTC, MMF, Band Councils, and others. The course will consist of lectures, presentations and a major paper. The course will involve a practicum which will place the student with one or more of the agencies.

3 hours lectures per week, both terms. Limited to 15 students.

68:339 METIS SEMINAR 6 CREDIT HOURS
Prerequisite: 68:151

A reading seminar on the history of Metis people from 1774 to the present. The purpose of the course is to familiarize students with recent historical literature relating to selected topics in Metis History.

3 hours lectures per week, both terms.

68:369 NATIVE EDUCATION SEMINAR 3 CREDIT HOURS
Prerequisite: Nil

An analysis of the various educational programs for Natives. Discussions of the effects of the various models - missionary schools, boarding schools, Indian Affairs, Schools and local control of education.

3 hours lectures per week, one term. Limited to 15 students.

68:375 NATIVE RESEARCH SEMINAR 3 CREDIT HOURS
Prerequisite: 68:275 or Third Year Student

The course will examine the inadequacies of present research and methodology in analyzing the contemporary situation of the Native and his community. Upon focussing on those current problems of Native research the course will evaluate the models, obth experiemental and descriptive, utilizing Native problems and subjects.

3 hours lectures per week, two terms. Limited to 15 students.

68:377 INDIANS OF CANADA I 3 CREDIT HOURS
Prerequisite: An introductory social science course or permission of Instructor. Students with credit in any of 90:371, 372,373, or 374 may not register in this course.

Peoples and cultures of pre-contact Canada; Canadian culture areas processes of acculturation; introduction to the social anthroplogy of modern Canadian Indians and Eskimos. Not for Major or Minor Native Studies credit.

Cross-registered with Anthroplogy/Sociology 90:377
3 hours lectures per week, one term.

68:378 INDIANS OF CANADA II 3 CREDIT HOURS
Prerequisite: An introductory socio science course or permission of Instructor. Students with credit in any of 90:371,372, 373, or 374 may not register in this course.

Issues in the social anthropology of modern Canadian Indians and Eskimos; relevant fieldwork techniques. Not for Major or Minor Native Studies credit.

Cross-registered with Anthropology/Sociology 90:278
3 hours lectures per week, one term.

68:399 TOPICS IN NATIVE STUDIES 3 CREDIT HOURS
Prerequisite: See statement re Topics Courses 4.2.14 above in General Regulations Available upon request.

A research project undertaken by students either as individuals or in small groups, under the supervision of a faculty member. This course consists of only library and/or field research or a special project of some kind, the results of which will be examined by a committee.

3 hours lectures per week, one term.

LAKEHEAD UNIVERSITY
Thunder Bay, Ontario

NATIVE TEACHER
EDUCATION PROGRAMME

1981-82

The purpose of the Native Teacher Education Programme is to increase the number of qualified Native teachers in Northwestern Ontario through an alternative programme which will prepare teachers to meet the special social and cultural needs of Native Communities, taking into account such factors as heritage and language. Native teachers who have an intimate understanding of Native traditions, psychology, way of life and language are best able to create the learning environment suited to the habits and interests of the Native child.

The programme will prepare teachers to provide courses that will assist the Native people to sustain their culture and language while at the same time teach the skills necessary to pursue further education if they so desire. In addition to educational methodology and theory, it will include courses in Native culture and traditions including such aspects as Native languages, Native Arts and Crafts, Canadian Indian History and Native Worldview.

ENTRANCE REQUIREMENTS

Persons of Native descent who are recommended by a Native organization and who meet one of the following conditions may be admitted to the Summer Orientation session of the programme:

- successful completion of any Ontario grade thirteen programme with an average of at least 60%: or the equivalent

- mature admission requirements. Applicants who have not completed grade thirteen will be considered on an individual basis by the Native teacher Education Programme Admissions Committee who will consider each of the following factors: academic standing, related work experience, other courses completed, and fluency in a Native language.

The N.T.E.P. Admissions Committee will meet following the Summer Orientation Session to rule on the eligibility of the students to register for the first year of the programme.

CERTIFICATION

Students who successfully complete the programme will be eligible for an Ontario Teacher's Certificate, with Primary-Junior qualifications, valid for teaching in the elementary schools in Ontario.

STUDENT TEACHING

The scedule of student teaching will be designed to give the students exposure to teaching experiences which include cross-cultural situations. During the programme the students will be expected to do some teaching in schools in Thunder Bay and in schools in a Native community or in integrated out-of-city schools. Students will participate in student teaching in both years of the programme.

SOCIAL AND CULTURAL ACTIVITIES

Because of the nature of this programme, it is anticipated that a number of married students will be enrolling and bringing their families to live in Thunder Bay for the duration of the academic year. Special consideration will be given to this situation particularly since the family will be making adjustments to an entirely new social and cultural environment. There are Native groups in the city who attempt to assist new families when they arrive. Such groups together with the Native Education staff, will assist the student teachers and their families to adjust to the urban environment.

FOR ADDITIONAL INFORMATION AND APPLICATION FORMS CONTACT:

Mr. Harold Linklater
Director, Native Teacher Education Programme
Faculty of Education
Lakehead University
THUNDER BAY, Ontario P7B 5EI

(807) 345-2121, ext 720

DIPLOMA IN NATIVE TEACHER EDUCATION SUMMER ORIENTATION - July and August, six weeks.

Education 0241 - Mathematics Skills	2 CREDIT HOURS
English (ESL) 1000 - English as a Second Language	2
Anthropology 1200 - Introduction to the Peoples and Cultures of the World	2
	6 Hours per day

FIRST YEAR

Education 0261 - General Science	3
Education 1120 - Educational Psychology	3
Education 1211 - Introduction to Elementary Education	1½
Education 1221 - Curriculum & Instruction in Language Arts	3
Education 1234 - Educational Evaluation	1½
Education 1250 - Curriculum & Instruction in Mathematics	1½
Education 1272 - Curriculum & Instruction in Art	1½
Education 173 - Curriculum & Instruction in Physical Education	1½
Education 1297 - Student Teaching in the Elementary School	
Anthropology 2400 - Introduction to the Canadian Indian	3
	19½ Hours per week

INTERSESSION - May and June, six weeks

Ojibway 1000 or Cree 1000 - Elementary Ojibway of Cree	3
Optional degree credit course	2
	5 Hours per day

SECOND YEAR

Education 1100 - North American Indian Literary Studies	3
Education 1200 - Native Arts & Crafts	3
Education 1210 - Education Media	1½
Education 1212 - Educational Administration	1½
Education 1231 - Curriculum & Instruction in Environmental Studies	1½
Education 1241 - Curriculum Development for Indian Schools	3
Education 1271 - Curriculum & Instruction in Music	1½
Education 1284 - Teaching English as a Second Language	3
Education 1298 - Student Teaching in the Elementary School	
Anthropology 2402 - Introduction to the American Indian	3
	21 Hours per week

COURSES

0221 ENGLISH LANGUAGE SKILLS

This course is designed to improve the reading and writing skills, particularly those which will be important for other course work - taking notes from a lecture, writing essays, preparing seminar reports, etc. Self-improvement will be stressed and a variety of teaching methods will be used.

0241 MATHEMATICS SKILLS

This course is designed to review and consolidate the mathematics principles and concepts necessary for the teaching of elementary school mathematics. Self-improvement will be stressed and a variety of teaching methods will be used.

0261 GENERAL SCIENCE 3-0; 3-0

This is designed as a interdisciplinary survey course to consolidate areas of the natural sciences that are relevant to the programme in environmental studies for the primary and junior grades. This course covers selected topics in biology, geology, geography, ecology, etc., as specified in the Ministry of Education guidelines.

1100 NORTH AMERICAN INDIAN LITERARY STUDIES 3-0;3-0

This course is designed for those who have completed secondary education. Studies in selected works relating to Indians and Metis including prose and poetry; biography and exposition, historical and contemporary. Books written about Indians and Metis will be studied as well as books by Indian and Metis authors.

1110 INTRODUCTION TO NATIVE EDUCATION TRENDS AND ISSUES

No longer offered.

1120 EDUCATIONAL PSYCHOLOGY 3-0; 3-0

This course is designed as a practical introduction to various Native arts and crafts with emphasis on individual participation in each activity. Painting, dancing, singing, leathercraft and beading, hide-tannin-, etc. will be taught and supervised by Indian and Metis persons with particular skills. Different skills may be offered from year to year depending on available resource personnel.

1210 EDUCATION MEDIA 1½-0; 1½-0

An introduction to the role of educational media in the teaching-learning process. The course investigates the unique characteristics of various media, principles of their effective application, and the preparation of instructional products to meet the various needs of pupils in a school system.

1211 INTRODUCTION TO ELEMENTARY EDUCATION 1½-0; 1½-0

An introduction to elementary teaching including general methodology and model lessons in specific subject areas for the Primary-Junior grades. Direction is given in lesson planning, questioning, use of blackbroad, handling of routines and discipline in the classroom.

1212 EDUCATIONAL ADMINISTRATION 1½-0; 1½-0

This course provides a critical examination of the administrative procedures which apply to all aspects of Ontario elementary schools, and examines the policies regulating Federal schools. The course will study Ontario school law, the acts and regulations respecting Education.

1221 CURRICULUM AND INSTRUCTION IN LANGUAGE ARTS AND READING 3-0; 3-0
(Primary-Junior)

This course examines the curriculum organization, as outlined in the Ministry of Education Guidelines, and the techniques of instruction of the language arts programme in the primary and junior grades. Particular emphasis is placed on the development of the interrelated skills of speaking, listening, writing and reading.

1231 CURRICULUM AND INSTRUCTION IN ENVIRONMENTAL STUDIES 1½-0; 1½-0
(Primary-Junior)

This course concentrates on the common elements employed in the teaching of science and social studies at the primary and junior levels. Emphasis is placed on teaching methods, skills and on curriculum development processes related to the needs of pupils and to the guidelines provided by the Ministry of Education.

1234 EDUCATIONAL EVALUATION 1½-0; 1½-0

An introduction to techniques for measuring and evaluating student achievement.

1241 CURRICULUM DEVELOPMENT FOR NATIVE SCHOOLS 3-0; 3-0

Major emphasis in this course will be placed on practical rather than theoretical levels of curriculum development. The focus will be centered on the application of theory to curriculum development according to the varied needs of Native communities.

1250 CURRICULUM AND INSTRUCTION IN ELEMENTARY SCHOOL MATHEMATICS 1½-0; 1½-0
(Primary-Junior)

This course investigates the current teaching approaches in an attempt to link mathematical understanding to child development in the primary and junior grades. The course includes an examination of Ministry of Education Guidelines and of pupil text-books at appropriate grade levels.

1271 CURRICULUM AND INSTRUCTION IN MUSIC (Primary-Junior) 1½-0; 1½-0

This course deals with the development of child growth in music; teaching by rote and by note; experience in ear-training, sight singing, part-singing and conducting; development of music appreciation; familarity with suitable song material as identified in Ministry of Education Guidelines.

1272 CURRICULUM AND INSTRUCTION IN ART (Primary-Junior) 1½-0; 1½-0

This course deals with the development of child growth in art; experience with varied two and three dimensional media; appraisal of childrne's art; acquaintance with community art resources. An examination of the Ministry of Education Guidelines for the primary and junior grade levels will be included.

1273 CURRICULUM AND INSTRUCTION IN PHYSICAL EDUCATION 1½-0; 1½-0
(Primary-Junior)

This course examines activities designed to provide for the child's physical growth and development; experiences as participant and leader in games, dances and gymnastics; safety procedures; co-curricular activities.

1284 TEACHING ENGLISH AS A SECOND LANGUAGE 3-0; 3-0

This course is designed to provide teachers with the skills and techniques to teach English to the Native language speaking children. Particular difficulties of Native children in their learning of English will be defined, and a variety of methods of overcoming these will be presented.

1297 STUDENT TEACHING IN THE ELEMENTARY SCHOOL

(First year of the two year programme)

1298 STUDENT TEACHING

(Second year of the two year programme)

1000 ENGLISH AS A SECOND LANGUAGE 3-0; 3-0

This course is open to students whose mother tongue is not English and who have not had their secondary schooling in English. Students may enrol only with the permission of the Chairman of the Department. Grammar review; composition; intensive oral drills and reading practice.

1000 ELEMENTARY OJIBWAY 3-0; 3-0

An introductory course in the Native language designed to ensure an adequate. grasp of the mechanics of the language and basic skill in oral comprehension Intensive drills in pronunciation and conversation. A special Section will be included for those who already speak the language and will include writing it as well as oral drills. Translation, both spoken and written, will be a part of this section.

1000 ELEMENTARY CREE 3-0' 3-0

An introductory course in the Native language designed to ensure an adequate grasp of the mechanics of the language and basic skill in oral comprehension. Intensive drills in pronunciation and conversation. A special section will be included for those who already speak the language and will include writing it as well as oral drills. Translation both spoken and written, will be a part of this section.

LAURENTIAN UNIVERSITY
Ramsey Lake Road
Sudbury, Ontario
P3E 2C6

NATIVE STUDIES 1981-82

PROGRAMME

The programme requirements are those for the General Bachelor of Arts degree. A concentration in Native Studies requires that five of the fifteen courses must be chosen from the Native Studies programme. Of these, three are compulsory, namely NATI 1105 E (Canadian Native People), NATI 2285 E (North American Native People: Traditiona and Culture), and one course in Native Language at either introductory (NATI 2015 Ojibwa or 2025 Cree) or advanced level (NATI 3015 Ojibwa or 3025 Cree). The other two courses will be chosen from the programme. The continuation subject should be selected in consultation with the Department of Native Studies.

COURSE DESCRIPTIONS

NOTE: Courses coded EZ are also available by correspondence and those coded EX also by television.

NATI 1105 E (and EZ) CANADIAN NATIVE PEOPLE

An introduction. The course covers the advent, distribution and cultural expressions developing therefrom. The contemporary revival of these and their relevance to the present day is emphasized. (Also listed as RLST 2285).

SREL 2285 F LA RELIGION DES AMERINDIENS DU CANADA

Le cours examine la vision de l'homme et la vision du monde telles que refletees a travers les manifestations specfiquement religieuses des Amerindiens du Canada. On etudie en particulier la signification el l'importance des rites d'initiation, de la vocation du Chaman (Medicine Man), de l'animisme comme relation sociale avec le cosmos. En plus des constantes valables pour les Indiens en general, on etudie les formes particulieres d'expressions de valeur propres aux principaux groupes culturels: les peuplades du Potalch (Cote du Pacifique), les peuplades de la danse de soleil (Prairies), les chasseurs des foets de l'est el les cultivateurs de sud-est (les Six Nations.)

NATI 2305 E (and EZ) CONTEMPORARY NATIVE ISSUES

The Major concerns of the Native People for self determination are taken up under the headings: Land, Language, Law, Learning and Liberty. Unresolved historical problems are studied as the basis of these concerns. The phenomenon of renaissance is considered and specific protest movements are discussed.

NATI 2505 E NATIVE PEOPLE AND THE ARTS

This course will examine Native artistic expression in its traditional forms and its developments in contemporary times. Particular attention will be devoted to Native expressions through the visiual arts, literature and music. These Native

arts forms will be studied as expressions of traditional culture, spiritual beliefs, myth and legend, symbolism and practical application. As well, contemporary expressions will be examined as evolving out of traditional forms and as reflections of modern concerns and influences.

Prerequisite: NATI 2285.

NATI 3005 E EDUCATION, IDENTITY AND NATIVE CULTURE

The course explores the cognitive and affective components that act in identity formation especially as these relate to the education of Native children. It is concerned with the relationship of emotional life to performance in the school and with conflicts arising between home and school.

NATI 3015 E ADVANCED OJIBWA

A study of the structure patterns and written forms of the language employing basic grammatical and linguistic rules and concepts. The course will involve exercises in the translation and transcription of Ojibwa stories and legends.

Prerequisite: NATI 2015 E or the equivalent

NATI 3025 E ADVANCED CREE

A study of the structure patterns and written forms of the language employing basic grammatical and linguistic rules and concepts. The course will involve exercises in the trnaslation and transcription of Cree stories and legends.

Prerequisite: NATI 2025 E or the equivalent.

NATI 3055 E SELECTED THEMES

A course designed to explore a variety of issues relating to Native people in North America. Individual and group studies will be combined wiht lectures and seminars involving members of the departmental staff and visiting authorities experienced in specific areas. Students will be required to develop extensively a specific theme from among those presented to them in class.

Prerequisite: at least one course in Native Studies or permission of the department.

NATI 3105 E NATIVE PEOPLE AND CANADIAN LAW

Reasons for the extraordinary involvement of Native people iwth the law in Canada are explored. Areas of special concern are examined, such as alcoholism, social violence, suicide, recidivism on the one hand, and on the other, existing legal porcedures to deal with these, and proposals for reform. Large issues such as Native Rights, the Revision of the Indian Act and the Persuit of self government are studied.

Prerequisite: NATI 1105 or permission of the deparment.

NATI 3205 E NATURE AND MAN: A NATIVE VIEW

An exploration into man's place and relationship in nature, the philosophical background of the subject is reviewed and several strategies for approaching the relationship are examined with an emphasis upon Native world-view. The ecological implications, the concept of "development" and an inquiry into environmental rights and priorities are aspects of the course. Field trips and outdoor activities will be used to augment classroom studies.

UNIVERSITY OF LETHBRIDGE
4401 University Drive
Lethbridge, Alberta
TIK 3M4

NATIVE AMERICAN STUDIES 1981-82

1000 INTRODUCTION TO NATIVE AMERICAN STUDIES (3-0) F-S

Native Culture and heritage from traditional through contemporary times.

1200 SURVEY OF NATIVE LANGUAGES OF NORTH AMERICA (3-0) F

Native Langauge families and phyla. Criteria used in classification. A real typology.

2210 STRUCTURE OF BLACKFOOT LANGUAGE (3-0) S

Distinctive sounds of Blackfoot and their phonetic detail. The Blackfoot alphabet and grammatical system.

2215 ORAL BLACKFOOT I (3-0) F

Blackfoot as a second language.

Recommended background: Native American Studies 2210.

2220 STRUCTURE OF PLAINS CREE LANGUAGE (3-0) F or S

Distinctive sounds of Cree and their phonetic detail. The Cree alphabet and grammatical system.

2225 ORAL CREE (3-0) F or S

Plains Cree as a second language.

Recommended background: Native American Studies 2220.

2300 NATIVE AMERICAN ART (3-0) F

North American Indian art from earliest recorded forms to contemporary times.

2350 NATIVE AMERICAN ART STUDIO (3-0) F

Native American art forms and techniques.

Prerequisite: Art 1000, Native American Studies 2300.

2400 THE NATIVE AMERICAN IN URBAN NORTH AMERICA (3-0)

Historical development of Native American communities within urban areas and an analysis of what it means to be an urban Indian in modern North America.

Not offered 1981-82

2500 NATIVE AMERICAN HISTORY (3-0) F-S

Indians of North America concentrating on Canadian Indians.

2600 NATIVE AMERICAN LITERATURE (3-0) F

Representative literature from the written and oral tradition developed by Native Americans.

2700 NATIVE AMERICAN HEALTH (3-0)

Health conditions of Indians and a survey of related health services and agencies.

Not offered 1981-82

2800 NATIVE AMERICAN POLITICS (3-0)

Contemporary political situation of Indians in Canada from an Indian perspective. Evolution and development of Government-Indian relations.

3000 DEPARTMENTAL SEMINAR (3-0)

Selected topics in Native American Studies.

3100 NATIVE RIGHTS IN CANADA (3-0)

Legal relationships between the native people and Federal Government. Aboriginal rights, treaties, Indian Act and certain rights such as hunting, fishing, trapping and taxation.

3170 TRADITIONAL INDIAN CULTURES OF NORTH AMERICA (3-0)

Definition of traditional culture and linguistic areas and comparative study of North American Indian social and cultural systems during the early historic period.

3180 CONTEMPORARY INDIAN CULTURES IN NORTH AMERICA (3-0)

Recent and on-going transformations in North American Indian social and cultural systems, those of the Canadian Indian in particular.

3210 BLACKFOOT MORPHOLOGY AND SYNTAX (3-0)

Grammatical system of Balckfoot with special attention to stem formation and sentence structure.

Prerequisite: Native American Studies 2210.

3215 ORAL BLACKFOOT II (3-0)

Continued study of Blackfoot as a second language.

Prerequisite: Native American Studies 2215 or permission of instructor.

3220 CREE MORPHOLOGY AND SYNTAX (3-0)

Grammatical system of Cree with special attention to stem formation and sentence structure.

Prerequisite: Native American Studies 2220.

3225 ADVANCED ORAL CREE (3-0)

Further development of the oral aspects of the Cree language.

Prerequisite: Native American Studies 2225 or permission of instructor.

3300 NATIVE AMERICAN ART - ADVANCED STUDIO (3-0)

Traditional and contemporary Indian art concentrating on Canadian Indian Art.

3350 NATIVE AMERICAN ART - ADVANCED STUDIO (3-0)

Further analysis of Native American art forms and techniques.

Prerequisite: Native American Studies 2350.
Recommended background: Native American Studies 2600.

3600 NATIVE AMERICAN LITERATURE - ADVANCED (3-0)

Autobiographical and biographical materials for the understanding of tribal culture, concentrating on Canadian tribes.

3800 GOVERNMENT INDIAN POLICIES (3-0)

Canadian Government policies regarding Indian status and land claims in comparison to U.S. land claims and termination policy.

4000 DEPARTMENTAL SEMINAR (3-0)

Selected topics in Native American Studies

4100 LAW SEMINAR (3-0)

Selected topics in native law.

4210 LANGUAGE SEMINAR (3-0)

Topics in Blackfoot syntax.

Prerequisite: Native American Studies 3210.

UNIVERSITY OF MANITOBA NATIVE STUDIES 32 1981-82
Winnipeg, Manitoba

For entry to a Major or Minor program in Native Studies, a grade of C or better in 32.120 is required.

A Major in Native Studies consists of 32,120 plus 24 hours of credit in Native Studies courses of which 6 hours must be at the 300 level. Students may substitute up to 12 hours of credit from the approved cross-listed courses and/or 12 hours of Native Language courses in lieu of Native Studies courses but must have 6 hours at the 300 level in Native Studies of Native Langauges.

A Minor in Native Studies consists of 32.120 plus 12 hours of credit in Native Studies courses. Students may substitute up to 6 hours of credit from the approved cross-listed courses and/or 6 hours of Native Language courses in lieu of Native Studies courses.

For entry to a Minor program in Native Languages, a grade of C or better in 90 or 91 or 130 is required.

A Minor in Native Languages consists of 90 or 91 or 140 plus 12 hours of credit in Native Languages of which 6 hours of credit may be from related linguistics courses approved by the Department.

Note: Students will be permitted to register for a Major in Native Studies and a Minor in Native Languages but may not complete a Major and Minor in Native Studies.

Note: Before registering for approved cross-listed courses, students should consult the Canendar or appropriate departments regarding prerequisites for specific courses.

For further information on the Native Studies program contact the Native Students Advisor, UMSU, or Professor R. McKay, Department of Native Studies.

LIST OF APPROVED COURSES IN NATIVE STUDIES
Approved cross-listed courses in Native Studies for partial fulfillment of the Major and Minor in Native Studies are given below.

Anthropology		
76:209	Native Languages of North America	3 CREDIT HOURS
76:262	New World Prehistory	3
76:263	New World Civilizations	3
76:350	Peoples of the Arctic	3
76:358	North American Indians: A Sociocultural Survey	3
76:259	North American Indian Ethnology	3
76:364	Manitoba Prehistory	3
Economics		
18:235	Community Economic Development	3
Geography		
53:357	Historical Geography of Canada to Confederation	6

History
11:254 North American Indian 6 CREDIT HOURS
11:369 History of Northern Canada 6

Sociology
77:237 Ethnic Relations 3

Faculty of Education
116:303 Cross-cultural Education 3

School of Art
54:358 Inuit Culture and Art 3
54:373 Art of the North American Native Peoples 3

COURSE DESCRIPTIONS

32:120 THE NATIVE PEOPLES OF CANADA 6 CREDIT HOURS

A survey of the political, social, and economic situations of the contemporary Indian, Metis, and Inuit peoples of Canada. Students may not hold credit for both 120 and the former 99:123.

32:202 THE METIS OF CANADA 3 CREDIT HOURS

A history of the Metis of Canada from 1880 to the present.

Prerequisite: 120 or written consent of the Department Head.

32:203 COASTAL INDIANS OF CANADA 3 CREDIT HOURS

A history of Coastal Indians of Canada to the present.

Prerequisite: 120 or written consent of the Department Head.

32:204 THE NATIVE PEOPLES OF THE NORTHERN PLAINS 3 CREDIT HOURS

A study of the history of Native peoples of the Northern Plains with emphasis on Canadian Plains Indians.

Prerequisite: 120 or written consent of the Department Head.

32.220 NATIVE SOCIETIES AND THE POLITICAL PROCESS 6 CREDIT HOURS

An analysis of contemporary Canadian (and U.S.) political and administrative processes at these affect Native peoples, and a survey of the objectives of Native political groups.

Prerequisite: 120 or written consent of the Department Head.

32:240 AMERICAN NATIVE LITERATURE 3 CREDIT HOURS

A study and analysis of selected Native literature of the United States. A variety of literature such as poetry and novels will be studied to give an appreciation of Native philosophies, traditions, and cultures.

Prerequisite: 120 or written consent of the Department Head.

32:241 CANADIAN NATIVE LITERATURE 3 CREDIT HOURS

A study of literature written by Canadian Native peoples during the nineteenth and twentieth centuries. A variety of literature such as poetry and novels will be studied to give an appreciation of Native philosophies, traditions, and cultures.

Prerequisite: 120 or written consent of the Department Head.

32:320 NATIVE ORGANIZATIONS 6 CREDIT HOURS

A study of local, regional and national Native organizations in contemporary North America and their interaction with government and private agencies.

Prerequisite: 120 or written consent of the Department Head.

32:321 THE NATIVE IDENTITY 6 CREDIT HOURS

A study of Indian, Metis, and Inuit values and cultures, with emphasis on art forms, religious traditions, and literature.

Prerequisite: 120 or written consent of the Department Head.

32:322 NATIVE PEOPLES AND THE LAW I 3 CREDIT HOURS

The development of laws relating to Native peoples in North America from the colonial period to the present. The legal aspects of Indian treaties, land ownership, and the Indian Act will be given special emphasis.

Prerequisite: 120 or written consent of the Department Head.

32:323 NATIVE PEOPLES AND THE LAW II 3 CREDIT HOURS

A study of Native peoples' relationships to civil and criminal law in modern Canadian society.

Prerequisite: 120 or written consent of the Department Head.

32:324 NATIVE MEDICINE AND HEALTH 3 CREDIT HOURS

The health, disease, and medical practices of North American Native peoples. A survey of the health and health care of North American Native people from pre-contact to modern times. Special attention will be paid to traditional concepts of health and healing practices.

Prerequisite: 120 or written consent of the Department Head.

32:329 INDEPENDENT RESEARCH 3 CREDIT HOURS

Supervised research or field work; findings will be presented in a major paper. This course is available only to third-year students majoring in Native Studies.

Prerequisite: 120 or written consent of the Department Head.

32:373 ART OF THE NORTH AMERICAN NATIVE PEOPLES 3 CREDIT HOURS

A survey of artwork of Native peoples in North America. A special emphasis of the interpretation and appreciation of Native art by Native artists. Students may not hold credit for both 32:373 and 54:373.

Prerequisite: 120 or written consent of the Department Head.

NATIVE LANGUAGES

32:090 INTRODUCTORY CREE 6 CREDIT HOURS

A practical course intended for students who arenot fluent in Cree. Emphasis will be on oral work for the purpose of learning basic sound and grammatical patterns. Some reference will be made to structural differences between Cree and English.

Regular attendance and active participation are obligatory.

32:091 INTRODUCTORY OJBIWAY 6 CREDIT HOURS

Practical course intended for students who are not fluent in the Ojibway language. Emphasis will be on oral work for the purpose of learning basic sounds and grammatical patterns. Some attention will be given to the structural differences between Ojibway and English.

Regular attendance and active participation are obligatory.

32:121 INTERMEDIATE OBJIWAY 6 CREDIT HOURS

Cotninued development of conversational fluency. Ojibway orthography, composition, and translation. Introduction to linguistic structure of Ojibway.

Prerequisite: 91 or Matriculation Objibway or written consent of the Department Head.

32:130 INTERMEDIATE CREE 6 CREDIT HOURS

Continued development of conversational fluency. Cree orthography, composition, and translation. Introduction to linguistic structure of Cree.

Prerequisite: 90 or Matriculation Cree or written consent of Department Head.

UNIVERSITY OF QUEBEC
Chicoutimi

1980-81

certificat de premier cycle en techno-linguistique autochtone

objectifs: le programme vise a former des techno linguistes qui contribueront aupres de leurs collectivites respectives a la revalorisation des langes et des cultures autochtones. En outre, ce programme vise a initier l'etudiant autochtone a la linguistique generale afin qu'il en applique les lois a l'etude de sa propre lague; a amener l'etudiant a la connaissance des concepts et methodes d'analyse employes en linguistique synchronique, de maniere a pouvoir fiare la desription de la langue au point de vue phonetique, morhphologique, et syntaxique a initier l'etudiant a l'analyse linguistique diachronique, afin de le renseigner sur les notions de parente linguistique, de familles de langues, de protolangue et de lui fair reconnaitre par la comparaison les points de ressemblance entre le dialecte qu'il parle et les autres avec lesquels il est en contact; a preparer l'edtudiant a travailler avec les linguistes a la description methodique de sa propre langue et ainsi collaborer a l'elaboration d'un systeme orthographe standarise et a la redation d'une grammair d'enseignement de sa langue amerindienne; a rendre l'etudiant capable de collaborerr avec des specialiste a l'elaboration du materiel pedagogique necessaire a l'enseignment des langue autochtones; a former des agents de la preservation et de la promotion des langue indiennes ou inuit.

NOTE: pour les fins d'emission d'un grade par cumul de certificats. le secteur de rattachement de ce programme st "arts.'

conditions d'admission

Detenir un diplome d'etudes collegiales ou l'equivalent et maitriser sa langue autochtne; ou etre age d'au moins vingt-deux ans et matriser sa langue autochtone. La connaissance de la langue autochtone fera l'object d'une evaluation avant l'admission des candidats.

cours a suivre

les sept cours suivants:

7LIN 125 Phonetique generale et transcription phonetique
7LIN 130 Phoneleogie et orthographie
7LIN 135 Introduction a la morpho-syntaxe
7LIN 14- Methodes d'enquete linguistique
7LIN 145 Elements de dialectologie
7LIN 150 Elements de lexicographie
7LIN 155 Semantique amerindienne

pour completer son programme, l'etudiant choisit trois cours parmi les suivants:

3PSY 195 L'Amerindien et l'apprentissage scolair
7LIN 113 Socio-linguistique
7LIN 160 Initiation a la traduction
7LIN 165 Structures linguistique amerindiennes
7LIN 170 Linguistique historique

UNIVERSITY OF SASKATCHEWAN
Saskatoon, Saskatchewan
S7N OWO

INDIAN AND NORTHERN EDUCATION PROGRAM

1981-82

The Indian and Northern Education Program offers a series of courses designed for teachers and other professionals planning to work with Indian, Metis and Inuit people. Courses are designed to constitute a field of specialization in the Bachelor of Education program. Further study at the graduate level is designed to lead to the Master of Education degree with a specialization in Indian and Northern Education. Except for special circumstances, EDIND 257A/B is considered a prerequisite to related courses in the program.

EDIND 257A or B. EDUCATION ACROSS CULTURES: AN INTRODUCTORY SURVEY.

Half-course.

A general introductory course for students planning to teach in cross-cultural situations and who elect to develop a field of specialization in Indian and Northern Education. Emphasis will be placed upon establishing an understanding of (1) majority-minority group situations; (2) cross-cultural education; (3) curriculum development and adaptation; and (4) anthropological and sociological frames of reference and dimensions necessary for teachers working in cross-cultural education.

EDIND 350A. DYNAMICS OF INTERCULTURAL RELATIONS IN EDUCATIONAL INSTITUTIONS AND PRACTICES.

Half-course.

An examination of various school systems and programs available to Indian and native people in Canada with an emphasis on the dynamics of intergroup interaction. Goals of education, motivation, learning and teaching styles and variations in school curriculum content is discussed.

EDIND 355A/B. A CROSS-CULTURAL APPROACH TO THE TEACHING OF LANGUAGE ARTS.

Half-course (formerly 358A/B).

A methods-adaptation course based on three major premises: (1) mastery of language arts skills is essential to academic success, (2) students of different languages and cultures (including Indian and Metis learners) require special language arts approaches, (3) existing methods and materials can be adapted by skillful, culturally aware teachers. Content of the course prepares teachers to work with second language students wtihin the regular classroom.

EDIND 360B. EDUCATION FOR STUDENTS OF INDAIN ANCESTORY IN URBAN SOCEITY.

Half-course.

An analysis of contemporary urban society and the place within it of people of Indian and Inuit ancestry. The course centers on questions concerning the Indian and native student in the integrated city school including curriculum adaptation,

the teaching of languages, maintenance of a positive cultural identity, cross-cultural teaching approaches, and the future of Indian people in the business and professional environment.

EDIND 365. BASIC ORAL FLUENCY IN A NATIVE LANGUAGE.

An introduction to the sound system, grammatical structure and vocabulary of a native language. Course objective is to reach in elementary level of oral competence in the language as preparation for a second level course which offers the methodology of using a native language as a medium of instruction.

EDIND 370. CROSS-CULTURAL COMMUNICATION AND TEACHING STRATEGY ADAPTATION FOR CULTURALLY DIFFERENT CHILDREN

A process/activity oriented course designed to include the study of cross-cultural communication processes, teaching-learning styles, and expectations and attitudes towards the culturally different. Practical work includes the adaptation of methods and materials to teaching culturally different learners at all grade levels including the adult learner.

EDIND 376. TEACHING ENGLISH AS A SECOND LANGUAGE

This course is designed for teachers who are employed to teach Indian children and who are using English as the medium of instruction. Stress will be on methods appropriate to cope with the linguistic difficulties encountered in school by children whose first language is of Algonkian or Athapascan stock, or other native tongues.

EDIND 385A. KINDERGARTEN FOR CHILDREN OF INDIAN ANCESTRY.

Half-course.

Beginning course in the content and methodology of kindergarten activities for children of Indian ancestry in isolated and integrated schools. Emphasis is on inclusion of content, language and communication approaches which are meaningful to Indian and Metis children.

EDIND 395B. KINDERGARTEN FOR CHILDREN OF INDIAN ANCESTRY.

Half-course.

A second level course in the content and methodology of kindergarten for children of Indian ancestry in isolated and integrated schools. Emphasis includes the development of materials which are relevant to the background of the children, the use of native languages at the kindergarten level, and self-concept building strategies.

EDIND 398. KINDERGARTEN FOR INDIAN SCHOOLS.

Intermediate course in the interdisciplinary approach to the content and methodology of the kindergarten in schools for Indian children. Kindergarten strategies

EDIND 398.

will be presented within the framework of the intercultural emphasis of the Indian schools.

EDIND 399. KINDERGARTEN FOR INDIAN SCHOOLS.

Advanced course in the interdisciplinary approach to the content and methodology of the kindergarten in schools for Indian children. Kindergarten strategies will be presented within the framework of the intercultural emphasis of the Indian schools.

EDIND 445. INDIAN AND METIS CULTURES IN THE SCHOOL CURRICULUM.

An examination of the principles and processes of curriculum development for school programs, and an analysis of content relating to the Indian and Metis cultures. The course includes the development of units of relevant instructional material for use in various grade and subject levels including adult learning.

EDIND 465. INTERMEDIATE ORAL FLUENCY IN A NATIVE LANGUAGE.

A second level course in the oral use and structural understanding of a native language. An emphasis in the course will be on the development of teaching techniques to be used in teaching a native language and on using a native language as a medium of classroom instruction.

Prerequisite: EDIND 365.

Students who wish to follow a graduate program in Indian and Northern Education should arrange for an interview with the Director of the Program. The non-thesis option may be approved for the Master of Education Degree. A Post-graduate Diploma program is also available.

Current research centres on classroom problems and teaching/learning styles, selection and development of curricular resources, inter-cultural attitudes and communication patterns, cultural personality development and socio-economic adjustment to the larger society.

EDIND 800A or B. HISTORY OF INDIAN AND NORTHERN EDUCATION IN CENTRAL AND ATLANTIC CANADA.

A study of the nature of history as it pertains to Indian and Inuit people. The course describes and analyzes the chronological development of schooling for the indigenous people in Central and Atlantic Canada. Historical origins of contemporary issues in education are examined.

EDIND 810A or B. HISTORY OF INDIAN AND NORTHERN EDUCATION IN WESTERN AND NORTHERN CANADA.

A review and examination of educational practises of Indian and Inuit people of Western and Northern Canada both before and after the arrival of Europeans. The course outlines the involvement in schooling of the Hudson's Bay Company, missionaries and governments. Contemporary developments in education for Indian, Metis and Inuit people are discussed.

EDIND 820A. ADMINISTRATIVE SYSTEMS OF INDIAN AND NORTHERN EDUCATION.

An examination of the various administrative systems and structures through which schooling is offered to Indian, Metis and Inuit people. Systems of concern include the Department of Indian and Northern Affairs, Governments of the Yukon and Northwest Territories, the Department of Northern Saskatchewan, provincial and band controlled school boards and committees. Legal, financial and jurisdictional aspects of the structures are discussed.

EDIND 825B. ROLE OF THE ADMINISTRATOR IN INDIAN AND NORTHERN EDUCATION.

A study of the duties, responsibilties and leadership qualities required of a school administrator in the various structures within which schooling is available to Indian, Inuit and Metis people. Changing expectations of local people (i.e. band controlled schools) and the role of the school principal are examined.

EDIND 830A or B. THE ENVIRONMENT OF THE SCHOOLING PROCESS FOR INDIAN AND NATIVE STUDENTS IN NORTHERN AREAS.

A seminar focussing on the educational environment of Indian, Metis and Inuit students with emphasis on cultural, political, economic change in northern and isolated communities. Data is drawn from ethnography and other anthropological research.

EDIND 840A or B. THE ENVIRONMENT OF THE SCHOOLING PROCESS FOR INDIAN AND NATIVE STUDENTS IN INTEGRATED AND URBAN SYSTEMS.

A seminar centering on the societal environment of the schooling process experienced by Indian and native students in small integrated schools and those in large urban centers, implications of economics, housing, politics, mobility, teaching-learning approaches, curriculum are discussed.

EDIND 845A or B. CROSS CULTURAL COMMUNICATION IN THEORY AND PRACTICE.

A study of the theories of interpersonal communication and of the barriers posed by variables iwthin the cultural learnings of speaker and listerner. The course explores the use of role-plays, simulations and cross-cultural interaction to increase understanding and communication effectiveness.

EDIND 850A or B. CROSS CULTURAL PSYCHOLOGICAL RESEARCH AND ITS IMPLICATIONS FOR TEACHING INDIAN, MTIS AND INUIT STUDENTS.

An examination of the development of the field of cross cultural research in

psychology and the importance of findings to the design of teaching materials and techniques. The course examines the problems and ethics involved in conducting cross-cultural studies as well as the applicability of research conclusions across cultures.

EDIND 855A or B. CROSS CULTURAL RESEARCH METHODOLOGY

A methodology course dealing with the adaptation of various research approaches to the study of variables across cultures. Students are expected to become involved in the design and conduct of a cross cultural research study.

EDIND 860 A or B. CROSS CULTURAL EDUCATION WITHIN CIRCUMPOLAR COUNTRIES

A survey of systems, programs, teaching approaches and the development of curriculum materials for the education of minority groups resident in circumpolar countries and areas. The focus is on Greenland, the Sandinavian countries, northern Russia, Alaska and northern Canada.

EDIND 865A or B. USE OF MEDIA AS AN AID TO CROSS CULTURAL COMMUNICATION.

An activity-oriented course concerned with a study of the use and impact of mass media on communication across cultures. Opportunity will be provided for students to become familiar with producing audio-visual material for use in cross-cultural teaching situations.

EDIND 870A or B. CROSS CULTURAL EDUCATION WITHIN THIRD WORLD COUNTRIES.

A survey of the development of schooling for indigenous and minority cultures within a sample of third world countries. Focus will be on the aborigines of Australia, the Maoris of New Zealand, the Indians of Latin and South America, and the original people of African countries.

EDIND 897. SPECIAL STUDY - INDIVIDUAL READING COURSE.

Students select a specific area of interest within the field of Indian and Northern education. In consultation with a faculty advisor the studetn delineates the subject of study, research methodology, bibliography and working arrangements. A completed report or mini-project is evaluated by a committee of faculty within the Program in consultation with the student.

EDIND 992. PROJECT.

This course is the project for students registered in a non-thesis masters degree. It is a compulsory course for the non-thesis master route. The project must be accepted by a committee of the Department and evaluated by the committee plus an external member.

EDIND 994. RESEARCH.

A student undertaking research leading to a Master's thesis must register in this course each year until the thesis is completed. This applies to thesis work done extra-murally as well as intra-murally.

UNIVERSITY OF SASKATCHEWAN NATIVE LAW CENTRE.

This Centre was established in September, 1975. Its objective is, through the support of academic inquiry and its social and political application, to assist in the development, adjustement and possible alteration of the law and the legal system in ways which will better accommodate the development of native communities wtihin Canadian society.

The Centre seeks to stimulate and support both undergraduate and graduate study and teaching in areas of law directly or indirectly involving native persons. It encourages and supports independent research into problems and topics affecting the law and native people.

Included in the Centre's publications are the Canadian Native Law Reporter, a quarterly journal, the Legal Information Service, Slattery, Canadian Native Law Cases (a multi-volume work) and a number of monographs dealing with aspects of the native law area.

PROGRAM OF LEGAL STUDIES FOR NATIVE PEOPLE

This program was first instituted at the University of Saskatchewan in 1973. It is administered by the University of Saskatchewan Native Law Centre. It is an eight week summer orientation course in legal studies, for native people. The program is designed to introduce native students to the nature and methodology of legal studies and thereby prepared them to undertake formal studies at a Canadian law school.

A native person of registered status will be entitled to financial assistance from the Department of Indian and Northern Affairs. This will cover tuition fees, required books and course materials and include a living allowance equivalent to the current Manpower scale. Successful completion of the course wil entitle the student who proceeds thereafter to a Canadian Law school to the same assistance throughout his or her legal studies.

The Federal Department of Justice provides identical financial assistance for a total of five Metis and non-status resident anywhere in Canada. The Government of Saskatchewan, through it Non-Registered Indian and Metis Program (administere by the Community Colleges) provides similar financial assitance to such students resident in Saskatchewan. the Government of Manitoba, through the Special Mature Student Program provides assistance for Metis or non-status students resident in Manitoba.

Normally, an applicant, in order to be considered for admission to the program, must have successfully completed the two years of academic work at a recognized university or its equivalent. This requirement, however, is flexible. Every Canadian law school has a "discretionary" policy under which an applicant who lacks the above requirement but who, by reason of maturity and experience possesses the potential and ability to successfully complete a law program, can be considered for admission. Accordingly, inquiries from such persons are welcome.

TRENT UNIVERSITY NATIVE STUDIES 1981-82
Peterborough, Ontario

REQUIRED COURSES

Single-major Ordinary program. Minimum six courses in Native Studies, including

NATIVE STUDIES 100

At least two THREE-HUNDRED series courses

Joint-major Ordinary program. Minimum five courses in Native Studies

Same required courses as for single-major

Single-major Honours program. Minimum nine courses in Native Studies. Same requirements as for single-major Ordinary program plus at least three FOUR-HUNDRED series courses and one THREE-HUNDRED series course. One course may be in a cognate discipline.

Joint-major Honours program. Minimum seven courses in Native Studies. Same requirements as for joint-major Ordinary program plus two FOUD-HUNDRED series courses

RECOMMENDED COURSES

Intending majors are advised to consult the department and this Calendar for cognate courses in such disciplines as Anthropology, Canadian Studies, Comparative Development Studies, Environmental and Resource Studies, Geography, History, Political Studies and Sociology.

SPECIAL PROVISO

Students will not normally be permitted to include both NATIVE STUDIES 300 and NATIVE STUDIES 383 in their program, or more than two selections from NATIVE STUDIES 383, 384 and 386.

NATIVE STUDIES 100

An introduction to the contemporary situation of native people in Canada. The course will provide some insights about the way of life in some Indian communities today; demonstrate some of the culturalk historical, and geographic differences among Indians in Canada; examine the early historical interaction of Indians and Europeans; and stimulate inquiries into some contemporary issues. Seminar and two lectures weekly.

NATIVE STUDIES 200

Politics and native peoples. An analysis of political and administrative processes

as they affect native peoples in Canada and the United States -- historically and in the contemporary period. The course will examine such topics as treaties and governmental policy as they affect native peoples.

Prerequisite: NATIVE STUDIES 100 or permission of instructor.

Lecture and tutorial weekly.

NATIVE STUDIES - ANTHROPOLOGY 201

Native societies of Canada. A study of the prehistoric background adn groupings of native peoples in Canada at the time of historical contact, including observations on physical, economic, cultural and linguistic aspects.

Prerequisite: ANTHROPOLOGY 100 or NATIVE STUDIES 100 or permission of instructor. Lecture, seminar weekly.

NATIVE STUDIES 210

The Algonkian identity. A study of native values and personalities in the traditional and ctonemporary native setting. The course will concentrate on the Algonkian-speaking peoples which include the Ojibway, the Saulteux, and the Cree in the examination of tpics such as the Medewinin, aggresion, joking, child-rearing, Windigo and others.

Prerequisites: NATIVE STUDIES 100 or permission of instructor. Lectures fortnightly and tutorials weekly.

NATIVE STUDIES 211

Identity and learning. Human relations techniques will be used to develop self-awareness, inter-personal communication, problem-solving skills, with a strong focus on the meaning of human and cultural differences. Two-hour weekly lecture and required readings will supplement the workshops. First year students may petition the dpeartment for permission to take this course. Enrolment may be limited.

NATIVE STUDIES 220

Iroquois culture and traditions. A study of the political, economic, kinship and religious institutions of traditional Iroquois society including prehistoric background, establishment of the Six Nations Confederacy, the longhouse religion, and contemporary situation.

Prerequisite: NATIVE STUDIES 100 or permission of instructor. Lecture and tutorial weekly.

NATIVE STUDIES 225

Oral Mohawk. An introduction to Mohawk designed for students with little or no knowledge of the langugage. This is a conversational course, emphasizing the use and understanding of Mohawk through the learning of the basic vocabulary and sentence patterns in class and in language laboratory.

Prerequisite: NATIVE STUDIES 100 or permission of instructor. Four hours weekly.

NATIVE STUDIES 260

Social services and the native people. A study of the objectives and administrative structure of welfare, health, justice and childrne's services extended to native people. A major theme will be the nature and implications of parallel practices originating in the tribal situation and persisiting in the contemporary setting.

Prerequisite: NATIVE STUDIES 100 or permission of instructor.

NATIVE STUDIES 270

History and politics of the Metis and non-status Indians of Canada. An examination of the historical development of the Metis nation and survey of selected issues facing Metis and non-status Indians today. The course will explore topics such as Metis originas and identity, ideology and the emergence of Metis nationalism, Metis leadership, land claims, and others. Field placement or research project optional.

Prerequisite: NATIVE STUDIES 200 or permission of instructor. Lecture and seminar weekly.

NATIVE STUDIES 280

Oral Ojibway. An introduction to Ojibway designed for students with little or no knowledge of the language. This is a conversational course, emphasizing the use and understanding of Ojibway through the learning of the basic vocabulary and sentence patterns in class and in the language laboratory.

Prerequisite: NATIVE STUDIES 100 or permission of instructor. Four hours weekly. Enrolment may be limited.

NATIVE STUDIES 300

Native community development. An examination of community development programs in Canada and abroad and their application to Canadian native communities. The course may include limited placements in native communities.

Prerequisite: NATIVE STUDIES 100 or permission of instructor.

NATIVE STUDIES 320

Urbanization and the native peoples. An analysis of migration, adjustment and integration of native people into urban areas, examining various assimilation and aculturation models as well as cultural interaction between native and white society in rural native communities.

Prerequisite: NATIVE STUDIES 100 or permission of instructor.

NATIVE STUDIES 330

Education and the native peoples. The course will consist of three subject areas: a history of Indian education in Canada with an emphais on Ontario; an examination and comparison of the education system for Indians of Ontario with other provinces, and other countries; and examination of contemporary efforts to create new alternatives. Throughout, an emphasis will be the place and value of Indian culture and values in formal education.

Prerequisite: NATIVE STUDIES 100 (Native Studies 210 advised). Seminar and lecture weekly.

NATIVE STUDIES 340

Law and the Canadian Indian. An examination of the historical processes which hav affected the legal status of the native population in Canada. Ample time will be devoted to examining contemporary legal issues, such as aboriginal rights, the Indian Act and treaties, as well as case law.

Lecture, seminar weekly.

NATIVE STUDIES - ANTHROPOLOGY 350

ARt of the Americas. (No prerequisite. Open to third and fourth year students only. Offered in alternate years, but not this year.)

NATIVE STUDIES - CANADIAN STUDIES 360

Native peoples in literature. (Not offered this year.)

NATIVE STUDIES 380

Advanced oral Ojibway. A general course in advanced conversation and pronounciation using language laboratory and classroom participation. Four hours weekly. Enrolment may be limited.

Prerequisite: NATIVE STUDIES 280 or permission of instructor.

NATIVE STUDIES 383

Community service methodology. The course will examine community structure inter personal communciations, group process and community development in the cross-cultural context. Field project may be included.

Prerequisite: NATIVE STUDIES 100. Lecture and tutorial weekly.

NATIVE STUDIES 384

Research methodology. An introduction to major theoretical issues and the practical application of multidiciplinary research methods for Native Studies scholarship. Principal components include documentary historical research, oral history, legal research, empirical social research, and policy analysis. Field placement or independent research project required.

Prerequisite: NATIVE STUDIES 100 or permission of instructor. Lecture and tutorial weekly.

NATIVE STUDIES 386

Native Studies field work. This course will provide students with experience in applying the methodology learned in NATIVE STUDIES 383 or 384. Research or service projects will normally be carried out in the field under the joint supervision of faculty and personnel in native agencies. Application if normally made by April 30 of the preceding academic year.

Approximately 120 hours plus fortnightly seminars.

Prerequisite or corequisite: NATIVE STUDIES 383, or 384.

NATIVE STUDIES 390

Selected topics in Native Studies. Intended for third-year majors and for second-year students by application to the department, who wish to carry out independent research. Details must be arranged before the end of the preceding academic year.

NATIVE STUDIES 410

North American Indian metaphysics. Examination of tribal sources of native philosophy in terms of such concepts as universal themes, nature and existence, knowledge and belief, self-knowledge and development. Learning workshop methods will be used. Required readings will include Indian and non-Indian source materials. Two-hour lecture weekly.

NATIVE STUDIES 480

Selected topics. Indian responses to cultural interaction. Focus will be on social and psychological processes involved when cultures meet, examining acculturation and conflict models, culture and personality, interaction perspectives and ethnic identity studies. Experiential workshops may be included.

NATIVE STUDIES 481

Selected topics. Aboriginal people of the Arctic. This course will examine the political, social, economic, and cultural development of the Arctic people of Alaska, Canada, Greenland, Norway, and Siberia. Each group will be studied separately and attention will be focussed on issues relating to their status as a distinctive cultural and racial minority.

NATIVE STUDIES 490

Independent study. Students may select an area of study under the direction of an adviser from various disciplines. STudents are to arrange all details before the end of the previous academic year with the department Chairman.

NATIVE STUDIES 498

Research paper. A double credit in-depth course in library or field-oriented research, for which a double fee is charged, supervised by the Honours Committee and a Research Project Committee. Students are to arrange all details before the end of preceding academic year with the department Chairman.

$116,000 DONNER GRANT FOR NATIVE STUDIES PROGRAM

A unique program to train status and non-status Indians and Metis in economic development and small business management has begun this fall at Trent.

The program is designed to provide the native communities of southern and central Ontario with individuals competent to assist and eventually direct their economic and business development. Twenty-two persons are enrolled and, next summer, are expected to complete the 51 week program and receive their certificates. Eighty had applied.

The new program is also considered as a pilot project in the eventual development of a native training and research institute at the University. Donald McCaskill, chairman of the native studies program, sees the course as a logical response to the need for the planning and management of native community development.

Substantial funding has been made available to Trent from the Donner Canadian Foundation, which has committed $116,000 to the project. The foundation has been a strong supporter of native studies at Trent in past years, noted Prof. McCaskill.

In addition, he said, assistance for students enrolled and toward development of the program came from two divisions of the federal department of employment and immigration: the Local Employment Assistance Program and the Manpower Training Program.

The nearly year-long program embraces five elements: personal development, academic skills, economic skills, business managements and on-the-job training. Its goals are to improve the employability of native people in southern and central Ontario and to develop their skills as trainees for management positions.

Small business management classes occupy by far the bulk of the program with 19 weeks devoted to them and a further 11 weeks to on-the-job training. Eight weeks, including some time on the job, are committeed to economic development in native communities and a further eight to development of academic skills. Specific areas of study include marketing, financial accounting, book-keeping, business law, office procedures, decision-making, problem-solving and production management.

Initiative for the program's development, said Prof. McCaskill, came from Native Alliance Five of the Ontario Metis and Non-Status Indian Association, who are represented on the board of the program, together with its co-ordinator, Ted Jackson of Trent, a consultant and a student representative.

The program had been in the planning for some 18 months before students began their classes early this month. In that time, a curriculum was developed, government and private financial aid sought and found, and joint teaching arrangements concluded with Sir Sandord Fleming College.

UNIVERSITY OF WESTERN ONTARIO ITEP 1981-82
London, Ontario
N6A 3K7

Indian Teacher Education Program (ITEP)

Primary-Junior Program:

1) available to Status Indians or Native People registered with a recognized Native People's Organization;

2) successful completion of five, full, first-year university courses, or the equivalent, with a minimum of six grade points for students at the University of Western Ontario;

Junior-Intermediate Program:

3) one and two above plus Admission Requirements described for the Junior-Intermediate Program.

Intermediate-Senior Program:

4) one above plus Admission Requirements described for the Intermediate-Senior Program.

The Faculty of Education offers a one year limited enrolment program within either the Primary-Junior of the Junior-Intermediate Program to certify People of Native Ancestry as teachers. The program offers an academic and professional teacher preparation that is appropriate to the educational background, heritage, needs and desires of Native People. Successful completion of the program qualifies students to teach in Ontario with an Ontario Teacher's Certificate issued by the Ministry of Education.

DIPLOMA PROGRAM IN JOURNALISM FOR NATIVE PEOPLE

Admission

Applicants for admission to the Diploma Program in Journalism for Canadian Native People must meet the requirements to the University of Western Ontario. Applicants should note in particular the admission regulations governing mature students. Prospective students should have at least Grade X or equivalent, some experience in journalism, a commitment to working in the field of communications and a letter of recommendation from a recognized national, provincial or teritorial Native organization.

Students are expected to be competent in English and may be required to furnish proof of their proficiency.

January 15 is the deadline date for receipt of completed applications.

Period of Study

The minimum requirement for study in the Native Program will be three terms of full-time study: Summer (May-August); Fall (September-December); Winter (January-May), completed in that order.

Program Requirements

An outline of the sequence of required courses may be obtained from the office of the Program in Journalism for Native People.

Progression Requirements

Successful completion of one term is a prerequisite for the next term's work. A diploma will be awarded to students successfully completing the program on recommendation to the Sentate of The University of Western Ontario by the Dean of Journalism.

UNIVERSITY OF VICTORIA
Box 1700
Victoria, B.C.
V8W 2Y2

DIPLOMA PROGRAM IN NATIVE INDIAN LANGUAGES

A diploma program of courses over one academic year, begun in September 1974, prepares individuals to function as consultants, coordinators, or resource aides in the teaching of Native languages in communities or schools of British Columbia. Priority for admission will be given to individuals who are dientified by local community organizations which express an interest in developing or continuing native language instruction. Some degree of competence in one of the native languages of British Columbia is a desireable prerequisite, but is not absolutely necessary if the students meets other admission criteria and has adequate acess to speakers of a native language.

The courses may be taken by an individual for the one-year diploma only or they may be taken as part of or after completion of a degree program by students currently enrolled in the University. In cases where the courses are taken as part of a degree program, they would be counted as electives only.

Preliminary screening will be made by a committee from the Department of Linguistics and the Faculty of Education which will formward applications and committee recommendations to the Senate Committee on Admission and Re-registration when such action is appropriate. In addition to the usual application form and transcripts for new admissions to the University submitted to the Director of Admission Services, each applications should include two letters of reference and a letter written by the applicant his personal background and future aspirations.

All students will register in the same section of the following courses.

LING 120 - Principles of Phonology
LING 121 - Princples of Morphology and Syntax
LING 122 - Phonological Analysis
LING 123 - Grammatical Analysis
LING 124 - Discovery Procedures: I
LING 125 - Discovery Procedures: II
LING 126 - Pedagogical Grammars of Amerindian Languages
LING 127 - Amerindian Lexicography
ED-B 490 - Princicples of Teaching Second Languages

After admission to the program, orientation, counselling and general verisity co-ordination of the program will be provided by the Studies of the intercultural Education Office of the Faculty of Education. The terminal diploma, to be offered by the Faculty of Education, will carry no connotated "certification" as a professional teacher. It will be relevant solely to function involved in Native Language instruction.

UNITED STATES UNIVERSITIES

ARIZONA STATE UNIVERSITY
Tempe, Arizona 85281

INDIAN EDUCATION

1978-1981

IED 411 INDIAN EDUCATION (3) F,S

Historical development of Indian education with present day implications. The contemporary period will be emphasized.

422 METHODS OF TEACHING INDIAN CHILDREN (3) F,S

Materials and methods used in Indian education. Use of local and tribal materials in the classroom. Experimentation with new concepts.

Prerequisite: IED 411

424 CURRICULUM AND PRACTICES FOR INDIAN EDUCATION (3) F,S

Current and past curricula and research in Indian education. Specific techniques for curriculum improvement.

Prerequisite: IED 411

425 ANTHROPOLOGICAL APPLICATIONS IN INDIAN EDUCATION (3) F

Values and cultural assumptions with their impact on Indian education. Case study approach in understanding social and cultural factors.

Prerequisite: IED 411

433 GUIDANCE FOR THE INDIAN STUDENTS (3) F

Problems faced in providing guidance services to Indian students Tribal values, cultural understanding and their relationship to effective guidance.

Prerequisite: IED 411

490 PROBLEMS OF TEACHERS OF INDIAN CHILDREN (3) F,S

Current Issues, trends and problems encountered by teachers of Indian children. Research reviewed and evaluated.

Prerequisite: IED 411

511 SCHOOL-COMMUNITY RELATIONS IN INDIAN EDUCATION (3) F,S

Techniques and methods utlized in realizing harmonious and effective relations between the school and community in which Indian children live.

522 EDUCATION OF INDIAN ADULTS (3) S

Methods of establishing Indian adult education, principles involved in course selection and content, ingredients of successful Indian adult education programs.

NATIVE AMERICAN EDUCATION LEADERSHIP PROGRAM (NAELP)

The Center for Indian Education sponsors a Native American Educational Leadership Program, dedicated to and committed to being a humanistic, financial, and educational resource, through which sincere and dedicated Native American graduate students may pursue their studies, leading to a master's education specialist, doctoral degree in a field of education with an emphasis on Indian Education.

The NAELP sponsored by the Center for Indian Education, Arizona State University is funded by HEW, U.S. Office of Indian Education, Title IV, Part B. The primary goal of the NAELP is to develop Indian educational leadership. The program is designed to serve Native American students with proven leadership capabilities and of primary importance is the commitment that the scholars return to Indian communities and provide leadership to their people.

PROGRAM SUPPORT:

1. Tuition, in and out of state
2. A monthly stipend
3. Dependency allowance
4. Travel allowance to and from ASU, for the participant only.

PROCEDURES FOR ADMISSION:

Submit to Native American Leadership Program
Arizona State University
Center for Indian Education
302 Farmer Building
TEMPE, Arizona 85281
Phone: 965-7096 (602)

The following items: (1) Completed application form; (2) A personal statement describing your professional goals and reasons for applying to this program; (3) Three letters of reference with addresses and telephone numbers; and (4) Official transcripts.

ADMISSION

Admission is based on scholarship background and promise. Academic requirements include:

1. An undergraduate degree in education or related area.
2. A grade point average of 3.0 or above (on an A=4 points scale) during the Junior/Senior undergraduate years.
3. A score from the Graduate Record Examination or Miller's Analogies Test.

Final selections are made by a committee composed of Native Americans.

Priority points will be given those applicants who have been admitted to the Graduate College and a specific departmental program of study in the College of Education.

APPLICANT MUST BE ADMITTED TO THE REGULAR GRADUATE COLLEGE AND DEPARTMENTS

Admission to Graduate College:

1. B.A. or graduate degree from an accredited college or university.
2. Application must be submitted two months before enrollment.
3. Submit two transcripts of all undergraduate and graduate work. Transcripts are to be sent directly to the Admissions Office by the Registrar of each college or university which applicant previously attended.
4. Score on academic aptitude test (GRE, MAT). The student should contact the department for appropriate test.

DEPARTMENTAL REQUIREMENTS:

Before the department considers admission, the applicant must have the above information.

Many departments have earlier application deadlines than the Graduate College and additional admission requirements. Applicants are advised to check with individual departments regarding application deadlines and admission requirement. Letter of recommendation should be sent directly to the department. In all instances, the college or department in which the student wishes to study must indicate its willingness to admit the student. All applicants for admission must be approved by the Dean of the Graduate College.

BRIGHAM YOUNG UNIVERSITY 1980-81
Provo, Utah
84602

AMERICAN INDIAN SERVICES AND RESEARCH CENTER

The center is an off-campus program for Indians that provides innovative assistance to Indian people throughout the United States and Canada. Established in 1953 under the sponsorship of Elder Spencer W. Kimball and the authority of the University and Board of Trustees, the center began to assemble information on every phase of Indian culture. In 1966 the organization was expanded to include research and services to Indians in the areas of agriculture, economic projects, alcoholism, and other areas of need across a whole range of pressing social and economic problems.

Projects under the direction of the center include the following: Alcoholic Research Center, agricultural projects, arts and crafts projects, farm-equipment leases, vocational training, individualized self-instructional packages, research, family education material, self-image development, communication workshops and seminars, Indian leadership training workshops and remedial education programs, and media production.

For more information, contact the American Indian Services and Research Center, 4 JSB telephone 378-4364.

INDIAN EDUCATION. If you want to teach Indian children, enter either the elementary or secondary teaching certification program. While you are completing these programs, you may take certain Indian Education courses to enhance teaching competency. As you apply for an additional student-teaching experience, indicate your desire for a teaching assignment in a public school and with Indian students. For further information, contact the College of Education or the American Indian Education Department.

AMERICAN INDIAN LANGUAGES

101 FIRST YEAR NAVAJO (4:4:0)

Pronunciation, grammar fundamentals, and vocabulary building, emphasizing conversation.

102 FIRST YEAR NAVAJO (4:4:0)
Prerequisite: Navajo 101 or consent of instructor

Pronunciation, grammar fundamentals, and vocabular building, emphasizing conversation.

103 FIRST YEAR NAVAJO (Composition) (4:4:0)
Prerequisite: native-speaking ability and consent of instructor

Grammar fundamentals, emphasizing reading and writing.

201 SECOND YEAR NAVAJO (4:4:0)
Prerequisite: Navajo 101, 102, 103 or consent of instructor

Conversation, vocabularybuilding, and reading and writing skills, emphasizing reading.

211 SECOND YEAR CONVERSATION (2:2:0)
Prerequisite: Navajo 201 or consent of instructor

Intermediate listening comprehension and speaking skills.

301 ADVANCED NAVAJO (3:3:0)
Prerequisite: Navajo 201

Advanced grammar, reading, writing, and translation.

311 THIRD YEAR CONVERSATION (2:2:0)
Prerequisite: Navajo 211 or consent of instructor

Advanced conversational skills.

AMERICAN INDIAN EDUCATION

This department exists to prepare Indian students to succeed in college work and to make meaningful contributions to society.

Freshman Indian students register in the Department of Indian Education upon admission to the University, later transferring to any of the degree programs available in the University's various colleges.

SERVICES OF THE DEPARTMENT

The department is divided into four main areas: Indian Student Activities, Indian Personal Services, Indian Academic Services, and the Native American Studies Minor.

INDIAN STUDENT ACTIVITIES

The Indian student organization, the Tribe of Many Feathers, coordinates many of the Indian student activities both on and off campus. In addition, the Student Activities area sponsors important creative and service projects in which Indian students may engage. In these ways they enjoy extracurricular learning opportunities which help to prepare them for future leadership.

INDIAN PERSONAL SERVICES

Indian Personal Services (160 BRMB) offers all Indian students career, academic, and personal counselling: financial aid assistance: and tutoring.

ACADEMIC SERVICES

In the Academic Services area, faculty members teach sections of courses in which Indian students, as well as others, enroll. Most of these courses are not located in the department; Indian students take regular university courses. However, the faculty members in the department who teach sections which include Indian students are especially well equipped to help them bridge the differences between various cultural backgrounds and the academic style of the University.

Detailed information concerning the courses which are recommended for incoming freshman and transfer Indian students is made available upon admission.

AMERICAN INDIAN EDUCATION COURSES

101 INTRODUCTION TO INDIAN AMERICA (3:3:0)

Modular course surveying historical and contemporary Indian America: history, culture, language, literature, art, music, education, and current problems.

107 CONTEMPORARY ISSUES IN INDIAN AFFAIRS (3:3:0)

Historical and contemporary evaluation of Indian movements and Indian legislation on the national, state, and tribal levels.

111 INDIAN ARTS AND CRAFTS (2:2:0)

Introduction to the living arts of Indian cultures.

UNIVERSITY OF CALIFORNIA NATIVE AMERICAN STUDIES 1978-79
Davis, California

B.S. MAJOR REQUIREMENTS: (For convenience in program planning the usual courses taken to satisfy the requirements are shown in parentheses. Equivalent or more comprehensive courses are acceptable.)

	UNITS
PREPARATORY SUBJECT MATTER	36
Introduction to native American studies (Native American Studies 1)*	4
Native American experience (Native American Studies 20)*	4
Native American art (Native American Studies 33)*	4
Inquiry courses which develop intellectual skills in: scientific methods, research methods, statistics, logical thinking, and systems analysis	4
Creative expression courses which explore and develop creative powers (e.g. arts, music, design, etc.)	4
Personal and social behavior courses which build an understanding of the dynamics of human relationship from the individual to the international level (e.g. psychology, sociology, anthropology, literature, communication, et.c)	8
Ecological and environmental studies courses which build an understanding of the dynamic interaction of man and man's environment (e.g.) life science, earth science, environmental science, etc.)	8
DEPTH SUBJECT MATTER	69
Native American ethno-history (Native American Studies 130A-130B-130C)	12
Native American community development (Native American Studies 161A)	4
Field experience in native American studies (Native American Studies 195)	12
Native American studies senior project (Native American Studies 196)	5
Individualized program to be determined by the student and the Native American Studies Major Review Committee (a minimum of 20 units shall be in a primary field of specialization)	36
BREADTH SUBJECT MATTER	32
Additional inquiry courses	8
Additional creative expression courses	8
Additional personal and social behavior courses	4
Additional ecological and environmental studies courses	4
Additional units from the above four categories	8
UNRESTRICTIVE ELECTIVES	43
TOTAL UNITS FOR THE MAJOR	180

RELATED UNDERGRADUATE MAJOR. Concentration in Native American Studies is also available through the Applied Behavior Sciences major.

AMERICAN HISTORY AND INSTITUTIONS. This University requirement can be satisfied by any one of the following Native American Studies courses: 20, 116, 130A, 130B, 130C, 155.

*Students may substitute other Native American Studies courses with the approval of the Native American Studies Major Review Committee.

CALIFORNIA STATE UNIVERSITY 1979-80
Chico, California

AMERICAN INDIAN STUDIES DEGREE MINOR

The American Indian Studies Program is intended to provide a flexible and broad selection of courses that will expose students both to traditional body of knowledge about the American Indian and the subject matter useful in shedding light on the problems facing the Native American today.

REQUIREMENTS

1. Total number of units required for the Minor in American Indian Studies 21

2. Required courses

   9 Units: AIST 10, 178, 298
   3 Units: ANTH 161
   9 Units: Selected from ANTH 40, 233, 256, 262, 263, 267; AIST 247; BLCK 298A; CHST 257; ENGL 58; HIST 133; AIST 198; WST 38.

CALIFORNIA STATE UNIVERSITY
Fresno, California

NATIVE AMERICAN STUDIES 1980-81

NATIVE AMERICAN STUDIES (NAS)

9T TOPICS IN NATIVE AMERICAN STUDIES (103; max total 9 if no area repeated)

Selected topics at an introductory level in Native-American Studies.

50 CONTEMPORARY LIFE OF THE NATIVE AMERICAN (3)

Current problems of American Indians resulting from acculturation, minority status, and legislative action; detailed study of health, education, social welfare legislation, tribal leadership, and other areas.

60T TOPICS IN INDIAN EDUCATION (3; max total 9)

Foundations and history of Indian education, emthods of teaching Indian children, curriculum and practices for Indian education, guidance for the Indian student problems of teachers of Indian children, education of Indian adults.

100 AMERICAN INDIAN RELIGION (3)

Religious systems of the American Indian, including beliefs, myths the social structure of religion, types of ritual activities, and functions of religion in Indian societies as perceived by the American Indian.

101 AMERICAN INDIAN LAW (3)

Concepts of laws on Indian reservations, termination, litigation, and complaints, strengthening tribal governments. Law related to Indian land and resources.

103 INDIANS OF CALIFORNIA (3)

Indians of California: population, customs beliefs, arts of life.

LOWER DIVISION COURSES

1. INTRODUCTION TO NATIVE AMERICAN STUDIES I, II, III (4)

Lecture - 3 hours; discussion - 1 hour. Introduction to U.S. Indian tribal-reservation culture; relationships of Native American Studies to other academic disciplines.

20. THE NATIVE AMERICAN EXPERIENCE III (4)

Lecture - 3 hours; discussion - 2 hour. Prerequisite: course 1 or consent of instructor.

An introduction to American Indian historical and socio-cultural development with emphasis upon the U.S. area and upon those processes such as relations with non-Indians which have contributed to the current condition of Indian people.

32A. NATIVE AMERICAN MUSIC AND DANCE I (4)

Lecture - 1 hour; discussion - 3 hours. Prerequisite: course 1 or 20 or consent of instructor.

Introduction to the music and dance of the native peoples of the U.S. Students will study appropriate nonreligious songs and dances.

32B. NATIVE AMERICAN MUSIC AND DANCE I (4)

Lecture - 1 hour; discussion - 3 hours. Prerequisite: course 1 or 20 or consnet of instructor.

Continuation of course 32A Introduction to music and dance of the native peoples of California and the west. Students will study apprpriate nonreligious songs and dances.

33. NATIVE AMERICAN ART IN THE U.S. I (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 or consent of instructor.

Introduction to the cultural-historical significance and practical application of Native American art in the U.S. area, with emphasis on the Southwest.

34A. NATIVE AMERICAN ART WORKSHOP I (4)

Lecture - 1 hour; laboratory - 6 hours; 3 hours to be arranged. Prerequisite: consent of instructor; course 33 recommended.

Studio projects in Native American Art.

34B. NATIVE AMERICAN ART WORKSHOP II (4)

Lecture - 1 hour; laboratory - 6 hours; 3 hours to be arranged. Prerequisite: consent of instructor; course 33 recommended.

Studio projects in Native American design in textiles, weaving, and weaving apparel.

34C. NATIVE AMERICAN ART WORKSHOP III (4)

Lecture - 1 hour; laboratory - 6 hours; 3 hours to be arranged. Prerequisite: consent of instructor; course 33 recommended.

Studio projects in Native American design in leather, beadwork, miscellaneous crafts.

99. SPECIAL STUDY FOR UNDERGRADUATES I, II, III (1-5)

Prerequisite: consent of instructor. (P/NP grading only)

UPPER DIVISION COURSES

101. CONTEMPORARY INDIAN ART II (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 33 or consent of instructor.

Contemporary Indian Art and the influences that affect Native American artists today.

106. NATIVE CULTURES OF THE NORTHERN PLAINS II (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 20 or consent of instructor.

Introduction to the cultures and history of the Indian Nations of the Northern Plains region with emphasis upon the area from Alberta to Colorado. Intertribal relations and white-Indian relations will both be considered.

110. FUNDAMENTALS OF NATIVE AMERICAN EDUCATION II (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 or consent of instructor.

Introduction to major issues relating to American Indian education including pupil/teacher relationships, teacher/community relationships, curriculum, and school organization.

111. NATIVE AMERICAN CURRICULUM DEVELOPMENT III (4)

Lecture - 2 hours; seminar - 2 hours. Prerequisite: course 110 or consent of instructor.

The study and evaluation of existing Native American curricula and the design and preparation of new curricula and materials. Offered in even-numbered years.

112. HISTORY AND CULTURE OF THE "FIVE CIVILIZED TRIBES" II (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 recommended.

History and culture of the Native American people, found in South-eastern part of the U.S. called the "Five Civilized Tribes".

113. NAVAJO HISTORY AND CULTURE III (4)

Lecture - 3 hours; discussion 1 hour. Prerequisite: course 1 or 20 or consent of instructor.

Introduction to the history and life-way of the DINEH (Navajo) people and taught from the Navajo perspective. Attention will be given to both ancient and modern time periods.

116. NATIVE AMERICAN TRADITIONAL GOVERNMENTS II (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 or consent of instructor.

Intensive study of selected Native American Tribal Governments, confederations, leagues, and alliance systems.

124. CONTEMPORARY AFFAIRS OF NATIVE AMERICANS IN CALIFORNIA III (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 or consent of instructor.

Intensive survey of the contemporary problems, issues, and developments involving Native Americans, both urban and rural, in California.

130A. NATIVE AMERICAN ETHNO-HISTORICAL DEVELOPMENT I (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 or consent of instructor.

Intensive survey of Native American Ethno-History in the United States, Canada, Greenland, and Northern Mexico in the years before 1770. Offered in even-numbered years.

130 B. NATIVE AMERICAN ETHNO-HISTORICAL DEVELOPMENT II (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 or consent of instructor.

Intensive survey of Native American Ethno-History in the United States, Canada, Greenland, and Northern Mexico in the years 1770-1890. Offered in odd-numbered years.

130C. NATIVE AMERICAN ETHNO-HISTORICAL DEVELOPMENT III (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 of consent of instructor.

Intensive survey of Native American Ethno-History in the United States, Canada, Greenland, and Northern Mexico in the years after 1890. Offered in odd-numbered years.

140. RESEARCH ANALYSIS IN NATIVE AMERICAN STUDIES I (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: courses, 1, 20.

Research methods and techniques of analysis and synthesis pertinent to the social-behavioral science aspects of Native American Studies. Will concentrate upon one sub-area for special emphasis. Offered in even-numbered years.

155. AMERICANISMS: NATIVE AMERICAN CONTRIBUTIONS TO WORLD CIVILIZATION I (4)

Lecture - 3 hours; discussion 1 hour. Prerequisite: upper division standing or consent of instructor.

Analysis and study of Americanisms: traits, inventions, and developments originated in the Americas by native peoples and adopted by other peoples. Attention will be given to words in the world' languages, agriculture, medicine, clothing, the arts, theories of society and government and other pertinent areas. Offered in odd-numbered years.

156. NATIVE AMERICAN ETHICS AND VALUE SYSTEMS I (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 or consent of instructor.

Analysis of Native American systems of values and how these values translate into actual behavior attention to the problem of implementing traditional values in the twentieth century and the possible impact of native values in modern societies. Offered in odd-numbered years.

157. NATIVE AMERICAN RELIGION AND PHILOSOPHY III (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 or consent of instructor.

Religious and philosophical thinking of Native American people with emphasis upon North America. Offered in odd-numbered years.

161A. NATIVE AMERICAN COMMUNITY DEVELOPMENT I (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 and 20 or consent of instructor.

An intensive application of community development theory and techniques to the development problems of American Indian reservations and communities under the control of one or more governing bodies.

161B. NATIVE AMERICAN ECONOMIC DEVELOPMENT AND PLANNING II (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 and/or 20, 161A. Anthropology 108.

Planning in economic development from the reservation standpoint, concentrating on using those institutions located on Indian reservations.

170. NATIVE AMERICAN PERCEPTION II (4)

Lecture - 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20 recommended.

Study of the differences in perception between Native Americans and the dominant society.

171. COUNSELING THE NATIVE AMERICAN II (4)

Lecture - 3 hours; discussion - 1 hour.

Theory and practice of counseling to reveal the subjective, cultural and interfering differences between Native Americans and the dominant culture.

180 NATIVE AMERICAN WOMAN III (4)

Lecture - 3 hours; discussion 1 hour. Prerequisite: course 1 or 20 recommended.

Foundations of the feminine personality including the psychological development of the Indian girl, life pahses of mature womanhood and the individual feminine ego experience.

181A-181B-181C. NATIVE AMERICAN LITERATURE I, II, III (4-4-4)

Lecture 3 hours; discussion - 1 hour. Prerequisite: course 1 or 20.

Analysis of works by or about Native Americans including novels and autobiographies; analysis of Native American poetry, oral literature, songs, and tales. A. The novel and fiction; B. Non-fiction works by Native authors; C. Traditional literature and poetry. Offered in even-numbered years.

190. SEMINAR IN NATIVE AMERICAN STUDIES III (2)

Discussion - 2 hours. Prerequisite: senior standing.

Seminar of critical issues faced by Native American People. (P/NP grading only).

195. FIELD EXPERIENCE IN NATIVE AMERICAN STUDIES I, II, III (12)

Prerequisite: major in Native American Studies and consent of instructor; course 161A-161B and applied Behavioral Sciences 151-152 recommended.

Internship with governmental, community and grassroots groups, application of knowledge learned in other courses.

196. SENIOR PROJECT IN NATIVE AMERICAN STUDIES I, II, III (1-5)

Prerequisite: major in Native American Studies and consent of adviser.

Guided research or creative activity leading to completion of senior thesis or project. May be repeated for credit, for a maximum of 10 units. (P/NP grading only.)

197T. TUTORING IN NATIVE AMERICAN STUDIES I, II, III (1-5)

Prerequisite: consent of major committee: upper division standing with major in Native American Studies.

Leading of small voluntary discussion groups. (P/NP grading only).

197TC. COMMUNITY TUTORING IN NATIVE AMERICAN STUDIES I, II, III (1-5)

Prerequisite: consent of major committee; upper division standing with major in Native American Studies.

Supervise tutoring in community. (P/NP grading only).

198. DIRECTED GROUP STUDY I, II, III (1-5)

Prerequisite: upper division standing; consent of instructor. (P/NP grading only).

199. SPECIAL STUDY FOR ADVANCED UNDERGRADUATES I, II, III (1-5)

Prereqeuisite: consent of instructor. (P/NP grading only).

CALIFORNIA STATE UNIVERSITY NATIVE AMERICAN STUDIES 1978-79
Hayward, California

MINOR IN NATIVE AMERICAN STUDIES

The Minor in Native American Studies provides students with an opportunity to study traditional Native cultures, the problems of inter-cultural contacts, and the special problems encountered by Native Americans in contemporary America. The program is designed for students who wish to complement their baccalaureate majors with an integrated groups of courses from various disciplines bearing upon Native American Studies. Some of the courses in the minor may be used simultaneously to satisfy major and general education requirements.

Advisers for the minor are available in Native American Studies and in the Anthropology and History departments.

REQUIREMENTS FOR THE MINOR

Eight units as follows:

NAS 2100 The Native American Experience (4)

PLUS ONE OF:

Anth. 1000 Introduction to Anthropology (4)
Anth. 2300 Principles of Cultural Anthropology (4)
Soc. 2000 Introduction to Sociology (4)

Twelve to sixteen units from:

NAS 2200 Contemporary Native American Life (4)
NAS 2300 Native American World View (4)
NAS 2500 Native American Oral Tradition (4)
NAS 3200 Native American Liberation Movements (4)
NAS 3210 History of Native American Education (4)
NAS 3400 Native American Law and Federal Policy (4)
NAS 4200 Native Americans in Urban Societies (4)
NAS 4400 Tribal Governments (4)

Eight to twelve units, selected with an adviser in Native American Studies from:

Anth. 3240 Archeology of North America (4)
Anth. 3500 Indians of North America (4)
Anth. 3505 Indians of California (4)
Anth. 3515 Ethnography of Mexico and California (4)
Anth. 3820 Folklore (4)
Anth. 4330 Culture Change (4)
Anth. 4500 The American Southwest (4)
Hist. 3511 The Westward Movement (4)
Hist. 3500 History of California (4)
P.E. 2203 Dance of American Indians (1)
P.E. 3202 Dance Rituals of American Indians (3)
Phil. 2110 Racial Conflict and Ethnical Values (4)
Soc. 3520 Minority Groups (4)
Soc. 4515 Social Movements (4)
T. Ed. 5038 Multicultural Education (4)
Total units for the Minor 32 units

COURSES

2100 THE NATIVE AMERICAN EXPERIENCE

Survey of the Native American experience in North America. Topics covered: History, education, religion, socioeconomic conditions, and psychology. Results of cultural contact.

2200 CONTEMPORARY NATIVE AMERICAN LIFE

Social and economic conditions of contemporary American Indian life. Stereotypes, discrimination, poverty, and their effects on individuals. Contemporary social movements.

2300 NATIVE AMERICAN WORLD VIEW

A comparative study of American Indian belief systems, world views, and religions analyzing their roles and importance in Indian life.

Prerequisites: NAS 2100 or consent of instructor.

2500 NATIVE AMERICAN ORAL TRADITION

American Indian poetry, narrative, oratory, myths; their relationships to Indian life past and present. The epic origin tales, ritual drama, and current Indian authors.

Prerequisite: NAS 2100 or consent of instructor.

3200 NATIVE AMERICAN LIBERATION MOVEMENTS

Study of Native American movements aimed at liberation from the effects of European conquest. Social and political problems of political domination.

Prerequisite: NAS 2100 or consent of instructor

3210 HISTORY OF NATIVE AMERICAN EDUCATION

American Indian education since 1568. Indian education today. Institutional and social problems of Indians in American schools. Laws dealing with Indian education. Colonial schools.

Prerequisite: NAS 2100 or consent of instructor.

3400 NATIVE AMERICAN LAW AND FEDERAL POLICY

Theory of American Indian Law. Legal bases of tribal existence. The legal rights of Native Americans. Case studies of important topics.

Prerequisite: NAS 2100 or consent of instructor.

4200 NATIVE AMERICANS IN URBAN SOCIETIES

Problems of adjustment of the Native American to urban life. Dynamics of migration to the cities. Comparative social structures or urban and rural Indians.

Prerequisites: NAS 2100 and one other NAS course.

4400 TRIBAL GOVERNMENTS

The operation of tribal governments. The Bureau of Indian Affairs, Department of Interior, and other Federal agencies. Native and European concepts of "tribe".

Prerequisite: NAS 2100 and one other NAS course.

4900 INDEPENDENT STUDY

CALIFORNIA STATE UNIVERSITY NATIVE AMERICAN INDIAN STUDIES 1979-1981
Long Beach, California

The American Indian Studies program exists to explore and make more widely known the American Indian heritage and role in the development of America and to investigate the condition and problems of the American Indian today with a view to formulating possible solutions and publicizing the results of its investigations. The program aims not only to meet the needs of the reservation and urban American Indian but also to enlighten students who are interested in widening their own understanding and cultural backgrounds. Since the program will draw upon a variety of traditional disciplines, the student will be exposed to diverse courses designed to present various aspects of the Indian community and way of life which reveal differing opinions about this minority, its problems, and future. Specifically, this program is designed to serve the interests and goals of (1) American Indian students who wish to broaden their own knowledge about American Indians, (2) Indians and non-Indians alike who may enter such diverse fields as law, administration, counselling and American Indian affairs, teaching, social work, (3) the general student who wishes to explore a further educational dimension by focussing on an ethnic minority.

The program attempts to develop and coordinate activities in the community that will not only serve the interests of the community but also provide students the opportunity to gain valuable work experiences in the "field". Field interns can be placed within numerous and varied community-oriented agencies, such as nearby Indian centers, free clinics, correctional facilities, Title IV educational programs and schools.

Students may pursue a program in American Indian Studies through a minor or certificate, a concentration in American Indian Studies within the liberal studies degree program or an individually-designed undergraduate special major program under the Special Programs Office. Advisement in American Indian Studies is available in the program office, FO4-174.

CERTIFICATE IN AMERICAN INDIAN STUDIES

Students pursuing any approved degree or credential program of the University may at the same time earn a Certificate in American Indian Studies. Courses taken to meet the requirements may also simultaneously be used, where applicable, to meet General Education requirements or the degree or credential requirements of co-operating departments. Certification of successful completion of requirements will be issued upon the recommendation of the Director of the American Indian Studies Program.

REQUIREMENTS FOR THE CERTIFICATE IN AMERICAN INDIAN STUDIES

1. A bachelor's degree with a major in a traditional discipline. (Certificate requirements may be completed prior to the completion of the B.A. requirement)

2. Submission of all college/university transcripts to the academic advising coordinator, who will work with the student to develop a well integrated program of studies. Interested students are strongly encouraged to meet with the undergraduate adviser after having completed the lower division core courses.

3. A minimum of 24 units, distributed as follows:

   a. Lower division core courses (six units): American Indian Studies 100 and 101.

   b. Upper division core course (three units): American Indian Studies 335.

   c. Upper division regional history course (three units), selected from American Indian Studies 303, 304, 305, and any other such course offered by the program.

   d. Upper division community studies course (three units), American Indian Indian Studies 310, and any other such course offered by American Indian Studies; and,

   e. Upper division elective courses (nine units), selected from American Indian Studies, Art 411C, Anthropology 321, 322, 347, 349, History 473, and any other related course approved by the undergraduate adviser. (The student is advised to employ these elective units in the development of an area of emphasis.)

MINOR IN AMERICAN INDIAN STUDIES (code 0-8420)

A minimum of 18 units which must include American Indian Studies, 100, 101, 335; three units selected from American Indian Studies 303, 304, 305; American Indian Studies 310; three units selected from an American Indian Studies course, Art 411C, Anthropology 321, 322, 347, 349, History 473.

LOWER DIVISION

100 AMERICAN INDIAN HISTORY: PRE 1871 (3) F.S.

A survey of the histories and cultures of American Indian peoples in North American from pre-contact to 1871 and an analysis of the political, cultural, legal and military relationships that developed between the American Indians and foreign nations. Not open to students with credit in American Indian Studies 130.

101 AMERICAN INDIAN HISTORY: POST 1871 (3) F,S,

A survey of the histories and cultures of American Indian peoples in North America from 1871 to the present. Not open to students with credit in American Indian Studies 131.

297 FIELDWORK IN AMERICAN INDIAN STUDIES (3) F,S,

Prerequisites: Lower division standing, consent of instructor. Supervised experiences relevant to specific aspects of the American Indian community off-campus settings. Regular meetings with faculty supervisor and written reports required. Must be taken Credit/No Credit.

UPPER DIVISION

303 CALIFORNIA INDIAN HISTORY (3) F

Histories and cultures of the American Indian peoples in California, emphasizing Spanish and American influences. (Lecture-discussion 3 hours).

304 SOUTHWEST INDIAN HISTORY (3) S
1980 and alternate years

Histories and cultures of the American Indian peoples in the Southwest; a major focus on Spanish and American colonization. (Lecture-discussion 3 hours.)

305 PLAINS INDIAN HISTORY (3) S
1981 and alternate years

Histories and cultures of the American Indian peoples in the Plains, with an emphasis on their relationships with the United States government. Not open to students with credit in American Indian Studies 331.

310 AMERICAN INDIAN COMMUNITY DEVELOPMENT (3) S

Overview of the economic structure of Indian reservations and Indian urban communities, describing in detail the economic base and development of resources. Attention will be given to the historical interplay of Indian resources and non-Indian recources and the possible future of this interplay, especially in the light of Indian demands for sovereignty.

320 AMERICAN INDIAN ART (3) F,S

A survey of North American Indian and Alaskan native arts ranging from pre-Columbian through current personal and production-for-sale arts. Designed to expose the student to the wide range of American Indian materials, use, styles, regional characteristics and color use employed in the arts, including and beyond those in current popularity. Not open to students with credit in American Indian Studies 132.

335 AMERICAN INDIAN PHILOSOPHIES (3) S

Prerequisite: American Indian Studies 100 or Anthropology 321 or 406 or consent of instructor. A study of the philosophical traditions of the American Indian with emphasis on systems of knowledge, explanations of natural phenomena, and relation of the American Indian to nature through ritual and ceremonial observances.

339 AMERICAN INDIAN PSYCHOLOGY (3) F
1979 and alternate years

Indian behavior will be studied at the level of the individual person, rather that at the more commonly used level of general culture. Areas to be covered include self-concept, Indian reactions to prejudice, special problems in

adjustment that have led to drug and alcohol abuse, personality and contemporary life styles, and issues in education.

340 AMERICAN INDIAN LITERATURE (3) F

Prerequisite: American Indian Studies 100 or 335 or Anthropology 407 or consent of instructor. An anlaysis of the written and oral literary traditions developed by American Indians. Not open to students with credit in American Indian Studies 333.

345 THE AMERICAN INDIAN AND THE MASS MEDIA (3) F
1980 and alternate years

Prerequisite: American Indian Studies 100, 101 or consent of instructor. An analysis of the role and image of the American Indian in media especially as concerns the television and film industries. (Lecture-discussion 3 hours.)

361 AMERICAN INDIAN EDUCATION (3) S

Prerequisite: American Indian Studies 100, 101 or consent of instructor. A study of the historical developments of American Indian education and proposed solutions to selected problems of education in the various types of schools. (Lecture-discussion 3 hours.)

370 AMERICAN INDIAN WOMEN (3) S
1980 and alternate years

Overview of the role of women in traditional Indian societies and in the modern world. Changes in Indian societies occasioned by contact with Europeans and how these changes have altered sexual role definitions will be examined. (Lecture-discussion 3 hours.)

375 THE BUREAU OF INDIAN AFFAIRS (3) S
1980 and alternate years

An analysis of the origin, history and function of the Bureau of Indian Affairs, with emphasis given to its influence upon today's American Indians. Not open to students with credit in American Indian Studies 332.

380 LAW AND THE AMERICAN INDIAN (3) S
1981 and alternate years

The concept of tribal sovereignty, involving the relationship of tribal governments will be examined through the historical development of the case law. The powers of tribal governments will be studied, including problems of jurisdiction, taxing and civil rights. (Lecture-discussion 3 hours.)

385 AMERICAN INDIAN LEADERS (3) F
1979 and alternate years

Overview of the diverse philosophies of the leaders of various Indian nations,

the political, sociological and religious aspects of their lives and the conditions that cause them to rise to power. Attention will be given to the impact of Indian-White relations. (Lecture-discussion 3 hours.)

420 AMERICAN INDIAN STUDIO ART (3) F
1980 and alternate years

Selected arts and crafts. Designed for student practice in North American Indian arts. Manual demonstration and instruction insome of the widely practiced Indian art expressions and film instruction in some of the lesser known arts. (Lecture-activity 6 hours.)

490 SPECIAL TOPICS IN AMERICAN INDIAN STUDIES (1-3) F,S,

Prerequisite: Consent of instructor. Topics of current interest in American Indian studies selected for intensive development. May be repeated for a maximum of six units. Topics will be announced in the Schedule of Classes.

497 FIELDWORK IN AMERICAN INDIAN STUDIES (1-3) F,S,

Prerequisites: Upper division standing, consent of instructor. Supervised experiences relevant to specific aspects of the American Indian community in off-campus settings. The fieldwork project must be directly related to the student's major or certificate program. Regular meetings with faculty supervisor and written reports required. May be repeated for a maximum of six units.

499 DIRECTED STUDIES (1-3) F,S

Prerequisite: Consent of instructor. Directed Studies to permit individual students to pursue topics of special interest. May be repeated for a maximum of six units.

CALIFORNIA STATE UNIVERSITY AMERICAN INDIAN STUDIES 1979-80
Northridge, California

The minor in American Indian Studies offers courses in the culture and history of the American Indian. The approach is interdisciplinary. Students will examine American Indian literature, music, art, religious thought, history, land-use, urban problems, and social attitudes. The program is designed to enhance the understanding and appreciation of the American Indian culture in its multiple aspects. Many courses in the program satisfy requirements in several majors as well as in the American Indian Studies minor. In addition, the program provides background for advanced study in areas such as history, anthropology, psychology, religious studies, art, geography, and American Indian education.

Not all courses in the minor program will be offered each year. Interested students should consult an adviser about program requirements,substitutions and alternate program plans, including special topics courses specifically designed for the American Indian Studies program.

REQUIREMENTS FOR THE AMERICAN INDIAN STUDIES MINOR
A minimum of 24 units shall be completed)

Required Courses 12 Units
- Anthropology/History 101: INTRODUCTION TO AMERICAN INDIAN STUDIES (3)
- Anthropology/History 201: AMERICAN INDIAN STUDIES BIBLIOGRAPHY (3)
- History 370: HISTORY OF AMERICAN INDIANS (3)
- Research Project on American Indians (3)

Electives 12 Units
- Art History 401: ARTS OF NATIVE NORTH AMERICAN SOCIETIES (3)
- Anthropology 306: INDIANS OF NORTH AERMICA (3)
- Anthropology 307: INDIANS OF CALIFORNIA AND THE SOUTHWEST (3)
- Anthropology 329 ARCHAEOLOGY OF NORTH AMERICA (3)
- Geography 440: HISTORICAL GEOGRAPHY OF THE AMERICAN WEST (3)
- Geography 496: TOPICS IN GEOGRAPHY (3)
- Music 496: MUSIC OF THE AMERICAN INDIAN (1)
- Psychology 408: HISTORICAL AND CONTEMPORARY PSYCHOLOGICAL ISSUES OF NATIVE AMERICANS (3)
- Religious Studies 308: RELIGIONS OF THE AMERICAN INDIANS (3)
- Independent Study: OFFERED IN THE DEPARTMENTS OF ANTHROPOLOGY, HISTORY, ART-HISTORY, MUSIC, GEOGRAPHY
- Psychology and the School of Education (1-3)

EAST CENTRAL UNIVERSITY
Ada, Oklahoma
74820

AMERICAN INDIAN LANGUAGES

1978-80

SEMINOLE CREEK

1113 ELEMENTARY SEMINOLE-CREEK I 3 HOURS

The emphasis of this course is everyday conversational Seminole, easy reading, fundamentals (simple) of grammar, legands, customs and culture.

1223 ELEMENTARY SEMINOLE-CREEK II 3 HOURS

Prerequisite: 1113

Continuation of Elementary Seminole-Creek I. Conversation of increased difficulty, fundamentals of grammar, translation, increased reading and easy writing.

2113 INTERMEDIATE SEMINOLE-CREEK I 3 HOURS

Prerequisite: 1223

Continuation of Elementary II. Increased reading, writing, and translation. Fundamentals of grammar continued. Translating and writing of legends and stories (simple), customs, and beliefs.

2881-4 SPECIAL STUDIES IN SEMINOLE-CREEK (Subject named in title listing) 1-4 HOURS

Prerequisite: Department approval. Directored groups study on special subject or problem.

4981-4 SEMINAR IN SEMIOLE-CREEK (Subject named in title listing) 1-4 HOURS

Prerequisite: Department approval.

Directed groups study on special subject or problem. Open only to selected undergraduates.

EASTERN MONTANA COLLEGE
Billings, Montana
59101

NATIVE AMERICAN STUDIES 1979-80

The Native American Studies Program offers a comprehensive academic program for both Indian and non-Indian students, with two major goals: 1) to examine Native American cultures as living, vital cultures, and 2) to contribute to increased multi-cultural awareness and appreciation. It works to fulfill those goals through a variety of regular courses and workshops which can lead to a better understanding of Native American culture and heritage - past and present. These include interdisciplinary courses in history, philosophy, religion, psychology, languages, literature, sociology, and education of Native Americans. an academic minor is offered.

As of 1978, the Board of Regents of the Montana University System requires each unit of the Montana University System to offer a formal course of American Indian study (consisting of a minimum of 6 quarter credits) developed with the advice and assistance of Indian people.

The Native American Studies Program at Eastern Montana College began development in 1970 through cooperative planning on the part of faculty, students, administration, and consultants. A series of basic courses and an academic minor were approved in 1974. The staff works closely with other campus Indian-related programs including Student Services, Teacher Corps, Indian Career Services, and the Inter-tribal Indian Club.

For the liberal arts student and the education major, Native American Studies courses offer a new set of refernce points, a new set of eyes with which to view the contemporary multi-cultural and global world.

MINOR IN NATIVE AMERICAN STUDIES

Required Courses

Educ/NAS 181 Introduction to Native American Studies	3
Educ/NAS 182 Problems and Issues in Indian Education	3
NAS 201 Survey of Montana Indian Groups Prior to 1862	3
NAS 202 Survey of Montana Indian Groups from 1862 to Present	3
NAS 211 Social Problems of the American Indian OR	
NAS 314 The Indian and the Law	3
NAS/Psy 385 Modern Indian Psychology	3
NAS 402 Indian Identity and Awareness	3
	21
Elective Courses chosen in consultation with the Native American Studies staff	9
Total minimum credits required for minor	30

Certain courses in this program have prerequisites; students should check the course descriptions for required prerequisites.

EASTERN WASHINGTON UNIVERSITY INDIAN EDUCATION 1977-79
Cheney, Washington
99004

The Indian Education Program at EWU was expanded in 1969 to help Native American Indian students in academic programs, in student services, and in extra-curricular activities. Through the student services the goal is to help the students achieve academic success.

Some of the student services the program offers include academic and personal counseling, social and recreational activities, tutorial assistance, help with financial aids and scholarships, and a resource center with Indian publications and literature.

I.E.P. also acts as an intermediary between Eastern Washington University, Indian tribes, and the Bureau of Indian Affairs, for educational funding for individual Indian students and outside programs.

Eastern has an enrollment of approximately 175 Indian students representing 23 tribes from the West, including Alaska. Eastern offers courses in Indian studies in many disciplines as well as a complete range of majors offered by the university.

The Indian Education program maintains and operates the Longhouse as an office facility as well as a cultural and social center for the Native American Indian students and friends.

The following courses are mong those which have been designated as appropriate courses for study in the history, culture and contemporary issues involving the Native American Indian. For further information, contact the Director of Indian Education Programs, The Longhouse, EWU, Cheney, Washington.

INDIAN STUDIES

Ant 241 CULTURAL ANTHROPOLOGY (5)
Ant 342 PRIMITIVE SOCIETIES (5)
Ant 446 INDIANS OF NORTH AMERICA (5)
Ant 447 ARCHAEOLOGY OF NORTH AMERICA (5)
Art 399 SPECIAL STUDIES IN AMERICAN INDIAN ART (105)
Eco 424 ECONOMICS OF POVERTY & ECONOMIC SECURITY PROGRAMS (5)
Eco 478 REGIONAL ECONOMICS (3)
Eco 379 URBAN ECONOMICS (3)
Eng 220 THE SHORT STORY (3)
Eng 281 AMERICAN LITERATURE FOR ETHNIC MINORITIES (5)
Eng 498 THE FICTIONALIZED INDIAN (4)
Gov 101 POLITICAL LIFE (5)
Gov 199 CONTEMPORARY POLITICAL PROBLEMS (105)
Gov 302 CIVIL LIBERTIES (5)
His 372 NATIVE AMERICAN HISTORY (5)
His 485 NORTHWEST AMERICAN INDIAN HISTORY (4)
Mus 399 MUSIC OF THE AMERICAN INDIAN (1-3)
Soc 320 DISCRIMINATION AND PREJUDICE (4)
Soc 350 AMERICAN COMMUNITY STRUCTURE (5)

INDIANA UNIVERSITY
Bloomington, Indiana
47401

1980-81

COURSES ON THE AMERICAN INDIAN

Anthropology

E320 INDIANS OF NORTH AMERICA (3)
Prerequisite: A104 or A304 or E200 or E305.

Ethnographic survey of culture areas from Arctic to Panama plus cross-cultural analysis of interrelations of culture, geographical environment, and language families.

P360 ARCHAEOLOGY OF NORTH AMERICA (3)

Introduction to antiquity of American Indians, principal culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

P365 ARCHAEOLOGY OF WESTERN NORTH AMERICA (3)
Prerequisite: P360 or consent of instructor.

Origins, chronology, and distribution of archaeological cultures west of the Mississippi viewed boht regionally and in terms of interrelationships with other North American prehistoric complexes.

English

L364 AMERICAN INDIAN LITERATURE (3)

A survey of traditional and modern literature by American Indians, especially of the High Plains and Southwest culture areas, with particular attention to the image of the Indian in both native and white literature.

Folklore

F485 LATIN AMERICAN INDIAN MUSIC (3)
Prerequisite: Permission of instructor.

Musical and dance tradition of Latin American Indian tribes studied as cultural behavior, forms of aural and kinesic communication, and expression of world view. Relationships of musical occasions to other aspects of culture. Analysis of autochthonous musical idioms.

History

H215 PROSEMINAR IN HISTORY (3)
Prerequisite: Freshmen and sophomores with consent of instructor.

Selected topics of history. May be taken three times. Mexico before the Spanish Conquest.

Home Economics

H490 SPECIAL PROBLEMS (Cr. Arr.)
Prerequisite: Senior standing, consent of instructor and Chairperson.

Individual work under supervision on problems of special interest. Maximum of 2 hours credit in any one area; maximum total of 4 hours in H490. Restricted to students with superior records. Indian Textiles.

UNIVERSITY OF MINNESOTA AMERICAN INDIAN STUDIES (AmIn) 1978-80
Minneapolis, Minnesota
55455

B.A. MAJOR SEQUENCE

Major Requirements - 3025 or 3035 or 3026 ; 3111 and 3112; 3311; 3772; 3242 or 5214; 5411; 5422 or 5423

Two additional AmIn or other 3xxx or 5xxx courses approved by major adviser.

INTRODUCTORY

1771 INTRODUCTION TO AMERICAN INDIAN STUDIES 4

Content, methods, and objectives of American Indian studies. Images of the American Indian, persistence of and change in American Indian communities, linguistics and literature, and tribal ethnohistories.

3772 RESEARCH METHODS 4

Research strategies and techniques.

LANGUAGE AND CULTURE

1021-1022-1023 BEGINNING OJIBWE 5 per quarter

Acquisition of speaking skills in Ojibwe.

1031-1032-1033 BEGINNING DAKOTA 5 per quarter

Acquisition of speaking skills in Dakota.

3024-3025 INTERMEDIATE OJIBWE 5 per quarter
Prerequisite: 1023

3034-3035 INTERMEDIATE DAKOTA 5 per quarter
Prerequisite: 1033

3026 OJIBWE HISTORY AND CULTURE 4

The processes of maintendance and change in Ojibwe Culture.

3036 DAKOTA HISTORY AND CULTURE 4

The processes of maintenance and change in Dakota culture.

5020 LINGUISTIC STRUCTURE OF OJIBWE — 4 per quarter max 12
Prerequisite: Ling 1001 or 3001 or 5001 or #

Analysis of Ojibwe grammar.

5030 LINGUISTIC STRUCTURES OF DAKOTA — 4 per quarter max 12

Prerequisite: Ling 1001 or 3001 or 5001 or #

Analysis of Dakota grammar

5048 INDIANS OF THE UPPER MIDWEST — 4 per quarter
Prerequisite: 3111, 3112, or #

History, social structure, and intertribal relations of American Indian tribes in the Upper Midwest.

HISTORY

3111 AMERICAN INDIAN HISTORY: ANTIQUITY TO 1887 — 4

Life-styles of tribal groups and their survival as distinct culture entities throughout colonization.

3112 AMERICAN INDAIN HSTORY: 1887 TO PRESENT — 4

Impact of federal Indian policy on American Indian tribes.

3121 HISTORY OF AMERICAN INDIAN EDUCATION — 4
Prerequisite 3111, 4112 or #

American Indian education in the United States, emphasis on educational systems established by the Indian peoples.

3131 SURVEY OF INDIAN LAW — 4

Treaties, legislation, court cases, and administrative units examined in historical context and for their vitality today and their effect on Indian identity.

3151 INDIAN SOCIETIES IN MEXICO — 4

Social and cultural survival of Indian peoples after Mexican independence.

TRIBAL ARTS AND MUSIC

3221 CONTEMPORARY AMERICAN INDIAN ARTS — 4

American Indian art in the 20th century.

3242 SURVEY OF AMERICAN INDIAN ARTS 4

Visual arts and crafts of North American Indians

5214 AMERICAN INDIAN SONG TRADITIONS: A SURVEY OF PRACTICE AND TECHNIQUE 4

Vocal technique, instrumental accompaniment, and song traditions among native North Americans.

5215 AMERICAN INDIAN TRADITIONAL DANCE: THEORY AND PRACTICE 4
Prerequisite: 5214 or #

Traditional dances of native North Americans, History, step patterns, and song.

CONTEMPORARY ISSUES

3311 THE AMERICAN INDIAN POPULATION IN THE UNITED STATES 4

The numbers, geographic distribution, and basic characterisitics of Indian nations, tribes, bands and groups within the United States.

5322 CONTEMPORARY INDIAN EDUCATION 4
Prerequisite: 3131 or #

Critical issues in the education of American Indian youth.

5332 CONTEMPORARY ISSUES IN INDIAN LAW 4
Prerequisite: 3131 or #

Specific questions in Indian law currently the subject of litigation, legislative inquiry, administrative bearings or Indian activism.

5341 CONTEMPORARY INDIAN MOVEMENTS 4

Organizations and social movement during the 20th century.

TRIBAL DEVELOPMENT

5411 URBAN INDIAN COMMUNITIES 4
Prerequisite: 3061 or 3311 or #

Social science and historical analysif ot the rapid cityward Indian migration since World War II.

5422 CHANGE AND DEVELOPMENT IN INDIAN COMMUNTIES 4
Prerequisite 3061 or 3112 or $

Sources, nature, and consequences of social and economic development and change in Indian communities.

5423 TRIBAL POLICY AND PROGRAM DEVELOPMENT 4
Prerequisite 3112 or 3311 or #

Tribal policy, formulation processes, selected policy issues: related programs and services.

SPECIAL TOPICS

5920 SEMINAR IN AMERICAN INDIAN STUDIES

Topics in American Indian history, selected on a year-to-year basis.

5960 TOPICS IN AMERICAN INDIAN STUDIES
Prerequisite: 3061 or #

Topics specified in the Class Schedule.

TUTORIAL

3810 FIELD PRACTICE IN INDIAN STUDIES 3-9 per quarter

Supervised field practice in approved agencies serving Indian clients.

3980 DIRECTED INSTRUCTION 5 per quarter

Seminar in teaching skills for undergraduates assisting in introductory American Indian studies courses. Leading discussion sections, offering lectures.

5990 DIRECTED RESEARCH 4-15 per quarter

Independent research under faculty guidance.

MONTANA STATE UNIVERSITY
Bozeman, Montana
59717

1980-82

CENTER FOR NATIVE AMERICAN STUDIES

The Center for Native American Studies, established in July of 1975, begans its development in 1967 when a part-time adviser was named to help meet the unique educational needs of American Indian students and to facilitate the growth and development of the relationship between the Indian communities and the University. The principal mission of the Center is to establish, maintain and improve the educational process as it relates to the Indian people of Montana, the region and the Nation. To carry out that mission the Center strives to provide a quality educational program in an effort to meet the changing professional and cultural needs of Montana's tribes and all Montana citizens, while concurrently developing a cooperative research and service program that will benefit Indian people and serve the academic quest for knowledge. Underlying the development of the Center is a broad responsibility to serve three distinct constituencies: the teacher and teacher candidate who will someday teach Indian children, the on-campus Indian and non-Indian student who desire an academic career program of Native American Studies, and the Montana tribes with their own self-directed needs related to cultural and community development. The objectives of the Center reflect an Indian voice in meeting the University's mission of teaching, research and service for all Montana citizens.

A central tenet which continues to guide the Center is an adherence to the premise that the Center and MSU will be responsive to expressions from Indian tribes and groups in terms of what they need in the way of Indian related programs of instruction, research and service at MSU. By providing a vitally needed link between the Indian communities and MSU, the Center strives to extend the resources of the campus and Center staff in an effort to assist individuals, both Indian and non-Indian, and Indian communities in becoming more fully functioning, slef-actualized entities in a multi-diminsional and multicultural society. To this end, the Center is pledged to the following:

INSTRUCTION: In the area of instruction there are two primary components: (1) the Indian Culture Teacher Training Component designed to provide Indian historical and cultural background for teachers and teacher candidates; (2) the Native American Studies Program Instructional Component which is designed to (2) provide academic course work for on campus Indian and non-Indian students who wisht to pursue and academic minor in Native American Studies and (b) to fulfill tribal needs relating to economic, legal and cultural developments, as specified by tribal resolutions. Presently, course offerings include classes on the history and culture of the Plains Indians, with special emphasis on Montana Native Americans; American Indian education courses; American Indian policy; American Indian law; as well as other courses in the fine arts, humanities and social science.

The Center cooperates with departments offering graduate programs in education and political science. This allows students the possbility of declaring a minor in Indian education in certain of the education programs or aminor in native American affairs in the Master of Public Administration program. In addition, the Center works closely with the Department of Elementary Education which offers undergraduate an graduate level emphasis in bilingual teacher training.

RESEARCH: The research program reflects the broad concerns and interests of Indian people in the areas of education, law, and technical and professional development. The Center strives to facilitate the delivery of existing University programs and technical services to the tribes. The Center has as its own reseach mission the collection, analysis and dissemination of nowledge in its own areas of competence, and attempts to make such research findings available to the tribes. The Center research programs in the past and in the future will be applied in nature, reflecting the Center's community service orientation. During 1979 the Center coordinated an oral history research project in conjunction with Montana tribal groups.

SERVICE: The Center service conponent focusses on two distinct areas, student services and community ervices. The student services conponent is designed to provide student recruitement activities; a summer orientation program; personal and academic counseling and advising, tutoring and skills development courses for Native American students in an effort to facilitate their growth, retention and matriculation at MSU. The community services component is designed to respond to tribally identified needs in the areas of educational, social, economic and community development and to provide a link between the public schools, community colleges and the Montana University System as they relate to Indian educational needs.

The Center sponsors the Native American Graduate Fellowship Program in Education, serving Native American students pursuing advanced degrees in education. During the 1976-77 year, the Center sponsored a Student Special Services Program, a retention program geared towards meeting the needs of low-income, "disadvantaged" and handicapped students, and was instrumental in securing funding for the present Advance By Choice student services program. From 1975-78 the Center sponsored The Native American Health Professions Development Program, designed to provide recruitment, placement and retention services to Native American students in health careers.

With regard to international programs, the Center sponsored and directed a tribal museum leadership program that involved the National Museum of Mexico, American Indian tribal museums and the International Communications Agency of the U.S. State Department. During the summer of 1978, staff members from tribal museums in the United States attended a series of workshops at the National Museum of Mexico in Mexico City. Also in cooperation with the International Communications Agency, the Center co-sponsored a cultural exchange program during 1979-81 with the University of Oslo involving American Indian and Lapp students from Norway.

Each year the Center co-sponsors the Annual Montana State Indian Days Celebration and Pow Wow with the MSU Indian Club, a social organization open to both Indian and non-Indian students. During this annual event the Glenn Kirkaldie Annual Award for Scholastic Achievement and the Harriette Cushman Annual Award to the Outstanding MSU Indian Student are presented to American Indian students attending MSU.

During the autumn of 1979 there were over 180 American Indian students representing over 25 tribes in attendance at Montana State University. This represents a tripling of enrollment since the fall of 1974. Of this number 30 were enrolled in the College of Graduate Studies.

MSU Continued....

NATIVE AMERICAN LANGUAGE AND CULTURAL COURSES

Native American courses are now offered on a regular basis after several experimental courses given in recent years. There is no major or minor currently avaialbe. Courses may be utlized to satisfy a language requirement under the American Indian education option in elementary education or for general education. Current offerings involve the Crow language, but other Montana Indian langauges may be added on demand. Currently the following courses are offered.

	CREDITS
NL-N 101, 102, 103 - Elementary Crow	12
NL-N 111 - Written Crow	4
ML-N 112 - Crow Comp	4
ML-N 301 - The Crow Culture & Tradition	3
ML-N 302 - The Crow Culture & Tradition	3
	26

NATIVE AMERICAN STUDIES

Minor in Native American Studies

Over the past decade, employment opportunities in Indian affairs have increased at the tribal, local, state, regional and national levles. These are increasingly requireing a background in Native American studies. The minor in Native American studies will qualify both Indian and non-Indian students for these explanding job opportunities.

Native American Studies Minor (non-teaching)

Students declaring a minor in Native American studies will be required to complete a minimum of 30 credits selected from the courses listed below. At least 15 credits must be in upper division courses, and at least 15 credits must be earned at Montana Statue University. The following courses will be required: A minimum of three courses from the culture and history group; Law and the American Indian; and Program Development and Proposal Writing. Exceptions must be approved by the minor adviser. NAS 280 and 480 courses may be included with the consent of the minor adviser.

A CULTURE AND HISTORY

NAS 201 - Montana Indian Groups Prior to 1862
NAS 202 - Montana Indian Groups 1862 to Present
NAS 205 Plains Indians, Culture & History
NAS 220 - Introduction to American Indian Art
NAS 221 - American Indian Art
NAS 320 - American Indian Regligons & Philosophical Thought
NAS 340 - American Indian Literature

B AMERICAN INDIAN POLICY AND LAW

NAS 330 - Federal Indian Policy
NAS 440 - Tribal Economics: Past & Present
NAS 460 - Law & The American Indian

C COMMUNITY AFFAIRS

NAS 310 - Intro to Social Work & The American Indian
NAS 310 - American Indian Health Affairs
NAS 465 - Tribal Government & Community Development

D AMERICAN INDIAN EDUCATION

NAS 430 - American Indian Education
NAS 431 - Problems & Issues in Indian Education
NAS 450 - Program Development & Proposal Writing

NAS 100 VISIONS OF THE AMERICAN INDIAN: AN INTRODUCTION TO NATIVE AMERICAN STUDIES

A, W, S, 3 Cr. Lecture

A survey course introducing traditinal and contemporary American Indian culture, including art, msuic, dance, religion, literature, material culture, social games and pow wows. Current and historical issues in law, education, health, tribal government that play a significant role in Indian life.

NAS 101 SELECTED ISSUES IN PERSONAL DEVELOPMENT

A,W,, 2 Cr. Rec-Disc.

A course of study, particularly for American Indian students making a transition to university life. Topics include identity of self in relationship to self, others and society; communication skills, goal setting and decision making.

NAS 201 MONTANA INDIAN GROUPS PRIOR TO 1862

A, S, Su. 3 Cr. Lect.

A study of the migrations and movements of the Indian nations which settled in present day Montana. The social structures including kinship with emphasis on interpersonal relationships; political affiliations within tribes with regard to bands of nations; organization of military, warrior societies, religions; social interaction including music and dance; and the role of individuals in society (Male and female). Philosophies and morality through the examination of myths and legends.

NAS 202 MONTANA INDIAN GROUPS 1862 TO PRESENT

A study of the establishment of the reservations of Montana through an examination of the Congressional acts concerning Indian people, treaties and agreements between the Indian nations and the United States Government with particular emphasis on the discussion of vested rights of the Indian people. The response of the Indiannations to the United States government and the establishing of intergovernmental relationships discussion on the issues of sovereignty and self-government; a study of the tribal councils; and an examination of the Indian cultures and societies in the contemporary scene. Present-day reservation characteristics and populations.

NAS 205 PLAINS INDIANS CULTURE & HISTORY

A, W, S, Su 3 Cr. Lect.

Examinatien of the diversity of Plains Indian cultures through anthropological and historical perspectives; an ethnographic comparison of Northern Plains, Southern Plains, Prairie and the Sedentary Village cultural groups. Examination of the interaction of tribal groups, the United States military and incoming settlers and adventurers; the responses of Plains groups to the changing environment and times and their impact on the developing policy of the federal government.

NAS 220 INTRODUCTION TO AMERICAN INDIAN ART

A study of ..tive American art expressions as influenced by a diversified culture; an examination of the art of North Western, South Western and Plains tribes; a survey of the aesthetic, cultural, symbolic meaning of Native American art; a familiarization of some basic techniques of Native American art.

NAS 221 AMERICAN INDIAN ART
Prerequisite NAS 220

A study of the development of contemporary Native American art; an examination of North Western, South Wester and Plains tribes; a survye of the aesthetic, cultural and symbolic meaning of Native American art; a familiarization of some basic techniques of Native American art.

NAS 276 INTERNSHIP
Prerequisites: Consent of instructor and two courses from NAS cultures and history areas.

Assignment at the lower- and mid-management levels of a tribal, local, state or federal jurisdiction of quasi-public agency serving American Indians; an opportunity for a learning experience of the environemnt and tasks of such government jurisdictions and quasi-public bodies, as well as particular agencies and functions, thereby merging theory with practice.

NAS 280 SPECIAL TOPICS

Groups study in directed areas regarding issues, both historical and contemporary relating to the Native Americans.

NAS 301 INTRO TO SOCIAL WORK & THE AMERICAN INDIAN

Broad overview of human services, programs and problems in meeting social welfare needs of the American Indian, with emphasis on the complexity of social services and their historical development. Analysis of the value, attiduinal, economic, poltical and tribal factors that condition the provision and delivery of these services.

NAS 320 AMERICAN INDIAN HEALTH AFFAIRS

A study of Native American health and health care and the influence of the Native Americans' unique relationship with the Federal government; an examination of diseases and disorders among Native Americans; familiarization with social, economic and culture aspects as they relate to Native American health; the contribution of Native Americans to the medical field; an examination of Native American health professionals; and a survey of selected materials relating to Indian health affairs.

NAS 320 AMERICAN INDIAN RELIGIONS & PHILISOPHICAL THOUGHT

An exploration and comparison of some of the religious and philosphical themes developed by tribal peoples in the New World; an analytical examination of various forms of religious and philosphical expression and how they relate to our human sense of an existing moral order.

NAS 330 AMERICAN INDIAN POLICY

An overview of the historical influences of colonial attitudes, U.S. governmental structure, institutions, policies and individuals on the development of tribes; identification of different historical periods of American Indian policy.

NAS 340 AMERICAN INDIAN LITERATURE

A general survey of both traditional and contemporary Native American literary genre, including oral narratives, folktales, poetry and the novel. Methods of literary analysis will be explored to assist students in determining the meaning and function of the various genre.

NAS 430 AMERICAN INDIAN EDUCATION

The historical development of American Indian education, and the influence of historical roots on contemporary directions in American Indian education; a survey of the values and assumptions inherent in programs desivsed at the state and federal levels and the results of these programs; an examination of the cultural basis of American Indian education and a familiarization with selected materials appropriate to the various levels of Indian education.

NAS 431 PROBLEMS & ISSUES IN INDIAN EDUCATION
Prerequisite: NAS 430 or consent of instructor

Designed to provide the advanced student with an opportunity to explore in depth selected current issues in Indian education. Some of the issues to be discussed are: cognition and culture, cross cultural learning, culture sensitive curricula, educational objectives for Native Americans, Indian control of education. The issues selected will reflect current concerns of the Indian community and educators involved in cross cultural planning and research.

NAS 450 PROGRAM DEVELOPMENT & PROPOSAL WRITING
Prerequisite: Upper division standing or consent of instructor.

The elements of porposal writing as they relate to program planning, development, implementation, evaluation and renewal. The processes inherent in program development as they relate to tribally identified needs and priorities in American Indian communities.

NAS 460 LAW & THE AMERICAN INDIAN
Prerequisite: NAS 330

The unique legal status of the American Indian, including basic law concepts, a historical review of Indian tribes, federal Indian laws and court systems, and major cases dealing with Indian legal issues including reservation diminishment.

NAS 465 TRIBAL GOVERNMENTS & COMMUNITY DEVELOPMENT
Prerequisite: NAS 330

The structure, organization and administration of tribal governing bodies; the federal relationshipl types of business condicted; available resources; and methods for community development.

NAS 470 DIRECTED INDIVIDUAL STUDY
Prerequisite: Consent of instructor.

Directed research and study on an individual basis.

NAS 476 INTERNSHIP
Prerequisites: Consent of instructor and two courses from HAS cultures and history area, one course from HAS policy and law area, one course from community affairs area and one course from education area.

Assignement at the mid- and upper-management levels of a tribal, local, state or federal jurisdiction of quasi-public agency serving American Indians; an opportunity for a learning experience designed to provide exposure to, and an understanding of, the environment and tasks of such governmental jurisdictions and quasi-public bodies, as well as particlar agenices and functions, thereby merging theory with practice.

NAS 480 SPECIAL TOPICS

Group study in directed areas regarding issues, both historical and contemporary telating to the Native Americans.

SAN DIEGO STATE UNIVERSITY AMERICAN INDIAN STUDIES 1980-81
San Diego, California
92182

OFFERED BY AMERICAN INDIAN STUDIES

Courses in American Indian Studies
Major or minor work in American Indian studies is not offered.

LOWER DIVISION COURSES

101A HOPI LANGUAGE ELEMENTARY I 4

Development of beginning conversational competency in Hopi and the required insights into the culture as it affects language. Emphasis in acquiring the vocabulary necessary to carry on a basic conversation.

101B KUMEYAAY LANGUAGE ELEMENTARY I 4

Development of beginning conversational competency in Kumeyaay and the required insights into the culture as it affects language. Emphasis in acquring the vocabulary necessary to carry on a basic conversation.

101C SIOUX LANGUAGE ELEMENTARY I 4

Development of beginning conversational competency in Sioux and the required insights into the culture as it affects language. Emphasis in acquiring the vocabulary necessary to carry on a basic conversation.

102A HOPI LANGUAGE INTERMEDIATE II 4
Prerequisite: American Indian Studies 101A

Continuation of Hopi 101A with emphasis on developing vocabulary, conversational skills and grammar.

102B KUMEYAAY LANGUAGE INTERMEDIATE II 4
Prerequisite: American Indian Studies 101B

Continuation of Kumeyaay 101B with emphasis on developing vocabular, conversational skills and grammar

102C SIOUX LANGUAGE INTERMEDIATE II 4
Prerequisite: American Indian Studies 101B

Continuation of Kumeyaay 101B with emphasis on developing vocabulary, conversational skills and grammar.

110 AMERICAN INDIAN HERITAGE I, II 3

American Indian experience and their interpretations of the natural forces of nature from European contact to modern times.

201A HOPI LANGUAGE READINGS AND LITERATURE I,II 4
Prerequisite: American Indian Studies 102A

Study of Hopi literature, Reading of legends, tales, stories and poetry of Hopi. Translations of literature will be from English to Hopi and from Hopi to English.

201B KUMEYAAY LANGUAGE READINGS AND LITERATURE I,II 4
Prerequisite: American Indian Studies 102B

Study of Kumeyaay literature. Readings of legends, tales, stories, poetry of Kumeyaay. Translation of literature will be from English to Kumeyaay and from Kumeyaay to English.

201C SIOUX LANGUAGE READINGS AND LITERATURE I,II 4
Prerequisite: American Indian Studies 102C

Study of Sioux literature. Reading of legends, tales, stories, poetry of Sioux. Translation of literature will be from English to Sioux and from Sioux to English.

215 AMERICAN INDIAN PSYCHOLOGICAL PERCEPTIONS II 3

Topics relating to the dynamics of intercultural relations as reflected in the various levels of culture clash.

255 AMERICAN INDIAN MUSIC I,II 3

Survey of American Indian music and the culturally diverse elements that differentiate musics of North American tribes and culture groups. Traditional forms of study and investigation contrasted and compared with cultural elements as they relate to traditions.

265 AMERICAN INDIAN ART I,II 3

American Indian as a creative person and artistic products from earliest examples to present surveyed through cultural elements affecting symbols, material, and media. Diverse forces generating forms which have become tradition will be central to the study.

296 EXPERIMENTAL TOPICS 1-4

Selected topics. May be repeated with new content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree.

UPPER DIVISION COURSES (Intended for Undergraduates)

303 AMERICAN INDIAN WOMEN IN AMERICAN SOCIETY I 3

Historical and contemporary analysis of the role of Indian women in both Indian and dominant society.

320 AMERICAN INDIANS IN CONTEMPORARY SOCIETY I,II 3

Sociological understanding of the American Indian groups in contemporary society with emphasis on the relationship to dominant society and why the focus has been on Indians as social problems.

400 THE AMERICAN INDIAN POLITICAL EXPERIENCE I 3

Social and political response to dominant group policies by the American Indian as compared to other minority groups.

430 AMERICAN INDIAN POETRY AND FICTION II 3

American Indian literatures, focussing on selected tribal traditions. Relationship between oral traditions and contemporary American Indian poetry and fiction explored in works of Welch, Ortiz, Momaday, Silko and others.

440 AMERICAN INDIAN HISTORY I,II 3

Historical analysis of Indian-White contact. Emphasis on the impact of historical events upon the various cultures.

450 BUREAUCRACY AND THE AMERICAN INDIAN II 3

Comparative study in the dynamics of the bureaucratic influence on society, with reference to the American Indian experience.

460 AMERICAN INDIAN COMMUNITY ORGANIZATION AND DEVELOPMENT I,II 3

Study of theories and purposes of development of community organizations and their functions as they relate specifically to American Indian communities both reservation and urban. Analysis of policies which govern local community programs will be explored.

470 ROOTS OF INDIAN TRADITION I, II 3

Spirits, prophesies, and renewals of the Indian way compared through symbols and ceremony. Religions will be surveyed as they have been influenced by foreign elements and philosophies. Influences on values and tribalism as reflected through symbols and other measures.

496 TOPICS IN AMERICAN INDIAN STUDIES 1-3

An undergraduate seminar. Topics will be announced in the class schedule. Maximum credit six units. Limit of nine units of any combination of 296, 496, 496 courses applicable to a bachelor's degree.

533 PROBLEMS IN AMERICAN INDIAN EDUCATION II 3
Prerequisite: Three units of American Indian Studies

Survey of education system imposed on Indian Ameirca from the close of the Indian-White military conflict period to the present. Philosophies, government policy and public school accommodation will be central to the topic. Studies, recommendations and resultant programs that affect the overall educational process will be assessed.

UNIVERSITY OF SOUTH DAKOTA
Vermillion, South Dakota
57069

1981-82

DEVELOPING INDIAN ADMINISTRATIVE LEADERS

The Office of Indian Education within the Education Department awarded a fellowship grant to train Native American graduate students in Educational Administration. Developing Indian Administrative Leaders (DIAL) under the directorship of Dr. Rick LaPointe entered its first year July 1, 1976 and has graduated four cycles since June 1980. The DIAL program will enter a new cycle of training on August 1, 1980.

The major focus of the DIAL program is to provide administrative training for Indian educators at the Master's & Doctoral Degree levels in School Administration. Training will include a number of different administrative topics, techniques and approaches which will produce certified Indian administrators who will then serve as role models, provide leadership and further develop educational programs for the Indian communities.

Teh training aspects of the Master's program are divided into three basic conponents. An intensive Summer Institute in the administration of Indian programs and schools during the summer session. During the Fall Semester the trainees are on-campus and in Spring Semester the trainees do participate in an internship in a target school in South Dakota, Nebraska or North Dakota. The Doctoral level trainees will work towards completion of all academic requirements and the research necessary for the Doctorate of Education Degree. It is anticipated that it will require two years to complete the Doctoral Degree requirements.

SPECIAL EDUCATION: RESEARCH AND PREPARATION FOR NATIVE AMERICANS

The Bureau of Education for the Handicapped within the Education Department funded this program to increase the number of qualified, conpetent American Indian educators to serve the handicapped American Indian children and adults in this country. The SERP program is entering the second year of funding on June 1, 1980.

A major objective of the program is to provide the training for three American Indian educators at the Doctoral Degree level in Special Education and related areas from the University of South Dakota. Following the conpletion of academic internship and resarch requirements the American Indian graduate students will receive a Doctor of Education Degree.

The program activities begin with an intensive Summer session with continued academic training on-campus during the academic year. The project will continue in future years to include the completion of all academic requirements, research experience, and an internship experience on an Indian reservation in the region for the selected trainees.

CURRICULUM/PERSONNEL RESOURCE CENTER FOR INDIAN EDUCATION

The C/PRC of the School of Education at the University of South Dakota came into existence in 1973, at which time the School of Education was reorganized in teamsn reflecting the various disciplies rather than along traditional departmental lines. This Indian Education Center was created to provide instruction, technical service and research to the Indian and non-Indian communities in the Great Plains Region.

INDIAN EDUCATION COURSES AVAILABLE

INED 138	Self Awareness
INED 139	Career Exploration
INED 400/600	Foundations and History of Indian Education
INED 410/610	Cultural Studies and Human Relations
INED 411/611*	Bicultural Teaching Methods and Materials
INED 412/612	Community Education in Indian Areas
INED 413/613	Current Issues and Problems in Indian Education
INED 420/620	Cultural Aspects of Counseling
INED 481/681	Workshop in Indian Education
INED 491/691	Independent Study in Indian Education
INED 712	Administration of Indian Programs

*This course is required for teacher certification in South Dakota.

FOR MORE INFORMATION CONTACT:

Native American Programs
Suite 201
Delzell Education Center
University of South Dakota
VERMILLION, South Dakota
(605) 677-5453

INDIAN COLLEGES IN THE UNITED STATES

Dr. Dean Chavers,
President
Bacone College
MUSKOGEE, Oklahoma
74401

Carol Juneau, President
Blackfeet Community College
BROWNING, Montana
59417

Jack Lane, President
Cheyenne River Community College
EAGE BUTTE, South Dakota
57625

Dr. Tom Jackson, President
College of Ganado
GANADO, Arizona
86505

Steve Baldy, President
D-Q Univeristy
DAVIS, California
95616

Ted Rowland, President
Dull Knife Memorial College
LAME DEER, Montana
59403

Dr. Dan Goehring, President
Falming Rainbow University
STILWELL, Oklahoma
74960

Phyllis Howard, President
Fort Berthold College Center
NEW TOWN, North Dakota
58763

Wallace E. Galluzzi, President
Haskell Indian Junior College
LAWRENCE, Kansas
66044

Jon Wade, President
Institute of American Indian Arts
SANTE FE, New Mexico
87501

Dr. Ross Dixon, President
Inupiat University of the Arctic
BARROW, Alaska
99723

Robert Krupp, President
Kuskokwim Community College
BETHEL, Alaska
99723

Avis Three Iron, President
Little Big Horn College
CROW AGENCY, Montana
59022

Claude Burrows, President
Little Hoop Community College
FOR TOTTEN, North Dakota
58335

Richard Poole, President
Lummi School of Aquaculture
LUMMI ISLAND, Wyoming

Gertrude Buckanaga, President
Minnesota Chippewa Tribal College
CASS LAKE, Minnesota

Faith Ann Smith, President
Native American Educational Services
4550 N. Hermitage Street
CHICAGO, Illinois

Dr. Dean Jackson, President
Navajo Community College
TSAILE, Arizona

Schuyler Houser, President
Nebraska Indian Community College
WINNEBAGO, Nebraska

Elgin Bad Wound, President
Oglala Sioux Community College
PINE RIDGE, South Dakota

Joe McDonald, President
Salish-Kootenai Community College
ROMAN, Montana

Dr. Hugh Holloway, President
Sheldon Jackson College
SITKA, Arkansas

Lionel Bordeaux, President
Sinte Gleska College
ROSEBUD, South Dakota

Guyla Robertson, President
Sisseton-Wahpeton Community College
SISSETON, South Dakota

Louis Baker, President
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James Shanley, President
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Gerald Monette, President
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